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ABSTRACT

The issues, concerns, and benefits of the student employment movement in higher education and successful techniques are discussed in two publications. After stating the philosophy and history of the National Association of Student Employment Administrators, the report directs attention to how some schools structure, finance, and manage their operations. Public relations, job development, student recruitment, and student development are covered, along with a process of career exploration activities that lead to student participation in experiential education programs. Costs and participation levels of college work-study and cooperative education programs are specified. Programs at various colleges that include combinations of employment practices as well as funding from different sources are profiled. Included are descriptions of management techniques for student employment programs that cover: administrative structures, centralized programs, automated programs, alternative funding, state work study, adult literacy, public relations, promoting equal employment, and job development. Activities to increase public awareness of student employment are also described, including career days/job fairs, student development efforts, student recruitment, career exploration, experiential education, and employer recognition awards. (SW)

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EDUCATION

That Works

Productivity Through

Student Employment

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The National Association of Student Employment Administrators

HE019102

ACKNOWLEDGEMENTS

It is difficult to adequately recognize and thank the many people who contributed their time and talents to this report. We would be remiss, however, if we did not begin by mentioning Frank Adams, the founder and mentor of The National Association of Student Employment Administrators. Numerous other professionals in the student employment field have devoted countless hours to provide creative programs on their campuses. These dedicated administrators are the work ethic personified. While their names can be found on NASEA membership rosters, we unfortunately cannot list them all in this report. Nevertheless, they are a credit and an asset to higher education.

I would like to personally thank the individuals who helped in the final preparation of this report: Chuck Blanton, Appalachian State University; Bob Cunningham, Princeton University; Lynne Mason, Stanford University; Joyce-Yvonne Price, Diane Warren, and Sue Webb, The University of Texas at Arlington. Finally, I would like to recognize the generous support of Les South, president of Hicks Printing, Garland, Texas, who subsidized a major cost of this publication.

Gratefully,

Barbara Lutz

Barbara Lutz
Chairperson, NASEA Report
The University of Texas at Arlington

Dedicated to
Frank Adams

Founder, National Association of Student Employment Administrators

NASEA

Dear Colleague:

The purpose of this report is to provide greater awareness of the issues, concerns and benefits of student employment programs nationwide and provide a resource guide of successful techniques.

The format is sequential, beginning with how some schools structure, finance and manage their operations. The next section describes the public relations aspect including; job development, student recruitment and student development. The last section discusses a process of career exploration activities that lead to the students participation in experiential education programs.

It is NASEA's intent to give you a tool that you may reference as needed and colleagues that you may call upon, who are listed as resources at the end of each section. Some of the techniques profiled are very innovative, however many are not new, they have just proven effective through the years.

I appreciate all of the materials submitted. The ideas and programs were selected to reflect a national cross representation. Unfortunately space did not permit complete details and inclusion of all of the information. The National and Regional conferences are much more effective forums for obtaining more indepth training.

It is my hope that this report will inspire more research and development of student employment programs. I encourage each of us to explore alternatives and discover ways to help students on our campuses reach their full potential and become happier more productive individuals.

Sincerely,

Barbara Lutz

Barbara Lutz
Editor

NATIONAL ASSOCIATION OF STUDENT EMPLOYMENT ADMINISTRATORS
P.O. Box 1428 • Princeton, N.J. 08542

THE WHITE HOUSE

WASHINGTON

September 17, 1985

One of the most important steps a young person takes is the transition from school to work. To make this transition smoothly, students need more than a good academic education. Young men and women entering today's highly competitive, rapidly changing, and increasingly technological job market need relevant work skills.

The surest way to develop these qualifications is to combine academic study with solid training on the job.

At a time when our nation must raise productivity and provide employment opportunities for our growing workforce, we all share a responsibility to help young people get a sound foothold in jobs and careers. Business, labor, and government must work with educators to see that our future workers get the necessary preparation.

The National Association of Student Employment Administrators is providing valuable leadership in the task of integrating education and work experience at American colleges and universities. With help and guidance from NASEA members, thousands of students are exploring their career options, gaining marketable job skills, and earning needed money through work-study, cooperative education, internship, and other programs.

I salute your organization and its members for their dedicated efforts, which benefit not only students but also their schools, employers, communities, and the entire nation.

Ronald Reagan

PURPOSE OF NASEA

The National Association of Student Employment Administrators was created to address concerns common among all student employment professionals.

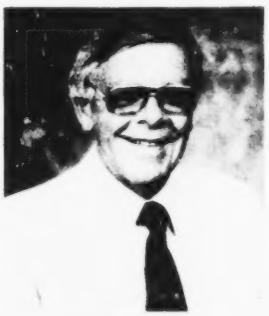
Its primary purpose is to emphasize the educational value of student employment in the development of productive citizens. NASEA also seeks to emphasize the positive economic advantages associated with student employment programs.

The members of NASEA serve as valuable resources to each other and to leaders in business, government, industry, labor, and community organizations. By sharing ideas and working together toward common goals, this coalition of leaders has built NASEA into a strong and viable organization.

In addition, NASEA members serve as student employment advocates, responding to and testifying before Congressional and Department of Education officials with regard to proposed legislative and regulatory issues affecting student employment.

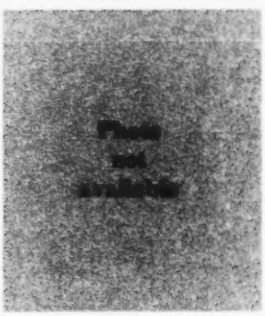
PAST PRESIDENTS

Barbara Huston Lutz
The University of Texas at Arlington
1977



Jim Campbell
University of South Carolina
1978

Sandy Litkenhaus
Truckee Meadows Community College
1984



Allen Jensen
University of California Berkeley
1983

Margene Orzalli (deceased)
University of California Davis
1979

Mary Ann Morgan-Davis
Case Western Reserve
1982

Bob Cunningham
Princeton University
1981

George Emory
Wayne State
1980

PURPOSE OF THE REPORT

The purpose for this report is to provide an awareness of the accomplishments of the student employment movement in higher education. It is our hope that by profiling and demonstrating the merits of various programs, we will encourage the financial and philosophical support needed to strengthen and expand this vital resource.

Student employment programs have the potential to improve productivity, renew excellence in education, and promote full employment in America.

"My job at the Dallas/Fort Worth Airport in the Architecture/Engineering Department helped me develop my skills in architecture and provided valuable experience for my portfolio."

Debbie Song
Architecture Major
The University of Texas at Arlington

"Working at the Student Employment Service has given me the opportunity to contribute myself and produce something of value to my employer. I have gained more sensitivity to the feelings and needs of others. By working with other employers, I have gained a lot of knowledge of what is expected of me once I graduate and enter the 'working world' fulltime."

Vernetta Edwards, Soph.
Marketing Major,
The University of Texas at Arlington

PHILOSOPHY OF NASEA

The need for a more productive America cannot be overstated. Providing relevant training for our nation's future leaders requires quality education coupled with practical application of classroom theories. Preservation of our free enterprise system depends on a society that is not only gainfully but successfully employed.

The National Association of Student Employment Administrators believes that students need work experiences that provide economic rewards, educational value, and a realistic view of the world of work. In recent decades this basic principle has been overlooked and underestimated, creating a void in the current educational process.

NASEA's philosophy has been reemphasized recently with the publication of "A Nation at Risk" by the National Committee on Educational Excellence and by the President's White House Conference on Productivity. Department of Education Secretary Terrel Bell has said, "We absolutely must renew ourselves and the key to this is renewal of human intelligence...Increased productivity on the part of the nation's businesses must go hand-in-hand with improvements in the nation's educational system..."

Certain fundamental facts and challenges form the basis for NASEA's philosophy. NASEA believes that student work programs offer a realistic way to achieve excellence in education by adding an experiential component to the curriculum. Work experience reinforces the learning process. However, to be successful, student employment programs require the full support of educators, administrators, legislators, and the business community.

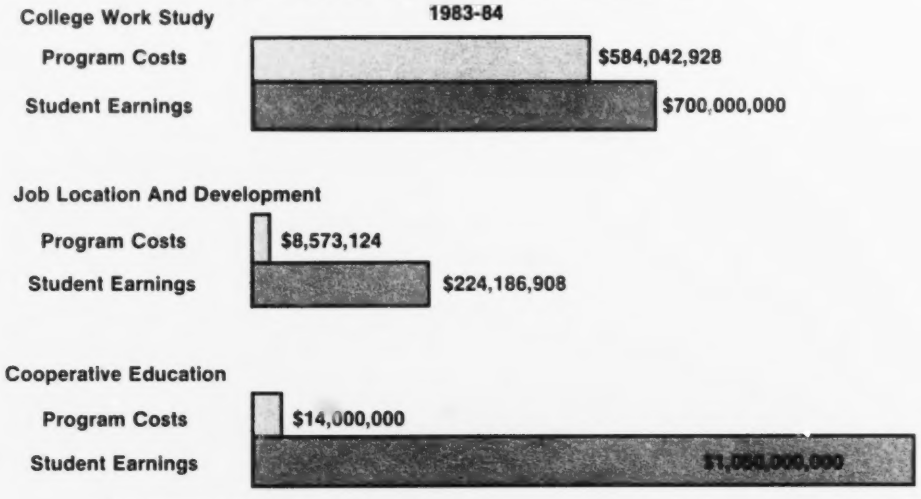
"We view Colleges and Universities as a vital recruitment resource for part-time employees. U.P.S. currently employs more than 50,000 part-timers nationwide. Our 3-5 hour sort shifts, designed to meet our service commitments, are ideally suited to most students availability. In addition, we offer excellent wages and full benefits to help students meet their educational expenses.
We find that students generally display a positive attitude that contributes greatly to the sucess of our service oriented company."

David Rickert
Dist. Personnel Manager,
United Parcel Service

"I believe that the productivity problem is of such magnitude that finding a successful solution will call for a major commitment from the nation's various institutions as well as from all Americans. Indeed, the challenge suggests that the time is right for a new national purpose such as the United States has not had since the days of the Second World War. No one has ever questioned our country's capacity for productivity and goal achievement when the nation is truly committed to a purpose."

Erwin S. Stanton
Reality-Centered People Management
Key to Improved Productivity

RETURN ON INVESTMENTS



Source: Department of Education, Cooperative Education Research Center

HISTORY OF NASEA

The first efforts to provide a forum for student employment were initiated through the Midwest Association of Student Employment Administrators (MASEA).

MASEA's first organizational meeting was held in March, 1961, and was followed by an annual spring conference open to anyone in the field. For more than a decade, MASEA was the only professional association devoted to meeting the needs of student employment administrators.

Since the association's efforts were primarily regional, a major thrust was made to expand nationally. In June, 1975, MASEA hosted a conference billed as a national event, inviting participants from around the country to the campus of Southern Illinois University at Carbondale. This first national conference was a success and the National Association on Work and the College Student (NAWCS) was formed.

As a result of the enthusiasm generated by the Carbondale experience, future conferences were held outside the Midwest. In 1977, in Denton, Texas, the NAWCS elected to change its name to The National Association of Student Employment Administrators (NASEA). The organization held its first business meeting and elected an Executive Board. Committees were formed to establish goals, one of the first being the development of regional associations for student employment administrators. Consequently, three new regions were formed, representing the South, West, and Northeast. To promote professional exchange and maintain momentum, each region, on a rotating basis, hosts an annual national conference, as well as a yearly regional conference.

"If we do not learn from history, we shall be compelled to relive it. True. But if we do not change the future, we shall be compelled to endure it. And that could be worse."

Alvin Toffler

The Futurists

BENEFITS OF STUDENT EMPLOYMENT

Who benefits from student employment? Everyone!

Students realize that they can earn more than money from their jobs. Comments from our students through the years tell us they have also been compensated by increased self-confidence and motivation. Student employment not only helps defray college costs, but provides opportunities to learn marketable skills and "reality test" career options.

Employers find our employment programs an excellent recruitment tool for future as well as immediate needs. They have an opportunity to assess demonstrated abilities rather than rely totally on the typical interview process. Employers serve as role models for their student employees, can offer advice, and are excellent future references.

Institutions with strong student employment programs benefit from valuable public relations provided through external contacts in business and industry. The institution's rapport with the business community is strengthened through positive interaction and feedback from students and employers, providing valuable input for academic curriculum and program development. Our institutions become a more valuable asset to society when programs are modified to meet the needs of business, industry, and professions, thereby providing more prepared and marketable graduates. Additionally, successful graduates look favorably upon education, and in their turn, try to assist other students as they were once helped.

Student work programs help keep the cost of student loan programs down and add an additional self-help component to financial aid packaging. Studies by the American College Testing Program and the U.S. Department of Education show a growing trend among students to rely on their own earnings to provide the resources necessary for their education. It should be noted that these earnings are recycled into the economy in the form of tuition, books, living expenses, and taxes.

It is evident that student work programs benefit the entire nation. Unfortunately, due to limited funds, only a small percentage of the 3,000+ post-secondary institutions implement student employment programs extensive enough to assist the national enrollment of 12.6 million students*. The development of new programs and the continued success of existing programs will depend on increased support from educators, government, and the business community.

The successful interaction of education and work programs has created a rapport between the university and business community that is best emphasized through the words of students and employers themselves.

*Source: "The Digest of Education Statistics", 1983-84
U.S. Department of Education, National Center for Education Statistics

"...For education the lesson is clear: its prime objective must be to increase the individual's "cope-ability" — the speed and economy with which he can adapt to continual change. And the faster the rate of change, the more attention must be devoted to discerning the pattern of future events."

Alvin Toffler
Future Shock

"I have a deep interest in Nuclear Science, and I'm learning about overhauling and constructing nuclear-powered carriers and submarines. I'll have a much better understanding of what I'm reading and what the professors are teaching when I return to Virginia Tech this fall."

Sharon Hendricks, sophomore, Nuclear New Design Project, Virginia Tech

"I didn't want to spend four years in college and then discover, 'Oops...this isn't for me.' I've learned a lot about surface ships and submarines, and the money will help me get through school."

Diane Hatton, junior, Submarine Design, North Carolina State

Accounting major Eric Mahler, junior, and his supervisor Cecile Montgomery, of Fort Worth's Colonial Financial Corp. (see letters, below)

To whom it may concern:

I had just moved to Arlington from Idaho. Being a new resident to Arlington and to UTA, I needed some help finding a job, especially since I didn't know anyone, or have the slightest idea where to begin looking. After looking on my own with no success, I found the UTA Student Employment Service.

When I first came to the Employment Service, I found Barbara Lutz and her staff cheerful, efficient and most of all, eager to help. The first day I received many job referrals and set several job interviews. Within two days, I had a job.

I could not dream of getting a better job. It pays well, works around my class schedule, gives professional exposure and it corresponds perfectly with my major. This is the best job I have ever had, and if it were not for the Student Employment Service, I could not have received such an ideal job.

Eric Mahler
Junior, Accounting

COLONIAL FINANCIAL CORPORATION
2626 WEST FREEWAY P.O. BOX 2980 FORT WORTH, TEXAS 76113
PHONE 817 390 2200 METRO 429 7000

October 25, 1983

Barbara J. Lutz
Student Employment Service
Box 19619 UTA Station
UTA
Arlington, Texas 76019

Dear Ms. Lutz:

Eric Mahler has been employed since January 1983 as loan inventory assistant. The loan inventory project involves agreeing the accounting mortgage loan balance with the servicing mortgage loan balance. Eric investigates the flow of loans between accounting and servicing and reconciles the discrepancies. His work requires that he have a basic understanding of accounting. It teaches him how accounting works in the "real world" and how records should agree when auditing an accounting balance.

Eric's work is beneficial for Colonial Savings and for Eric. Colonial Savings benefits because Eric does both clerical and professional work. Eric is getting practical experience that will make his transition from college life to the working world much easier.

In my opinion college internships are good programs for students and the companies involved.

Sincerely,

Cecile Montgomery
Accountant, Colonial Financial Corporation

CM/jm

STUDENT EMPLOYMENT PROGRAMS

Proper use of student employment programs will help eliminate a national tragedy. Research has shown that 80% of today's workers are under-employed. They are not working in jobs that best utilize their skills.*

There are at least four major types of student employment programs: College Work-Study, Job Location and Development, Cooperative Education, and Internships. Each program is unique and designed to meet the particular needs of a student

Student employment programs are available to all students. However, depending upon the student, some programs are more appropriate than others. For example, inexperienced students generally need to learn fundamental work skills. On-campus work-study meets certain basic student and institutional needs. Once this foundation is established, students can benefit from the Job Location and Development program by exploring employment options off-campus. JLD provides students with a chance to examine a variety of work situations without requiring long-term commitment. Internships and Cooperative Education give students the opportunity to more fully develop career choices. This developmental process produces more well-rounded graduates with the flexibility necessary to deal effectively with our ever-changing world. There is no question that with realistic preparation, the graduate has the ability to identify who s/he is, what s/he can do, and where s/he can apply this skill. The preceding scenario is an attempt to define some unique characteristics of each program. In no way should it suggest or limit the many combinations possible.

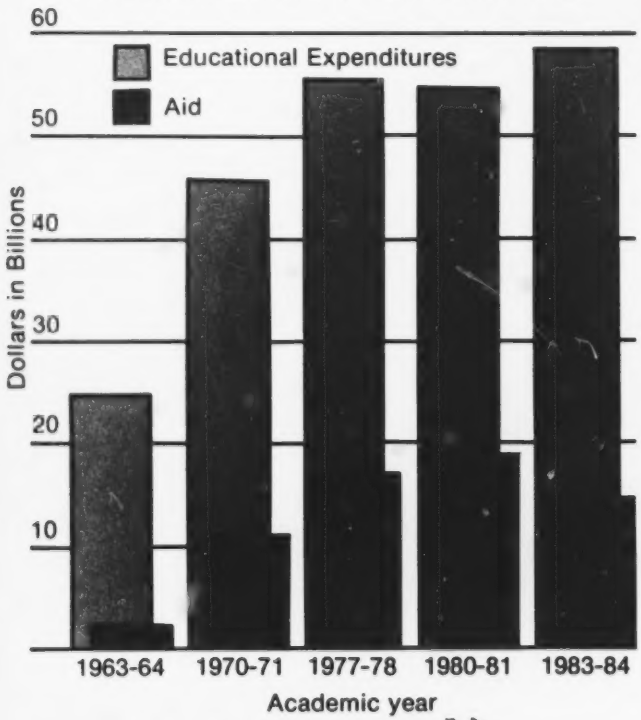
Historically, these programs have not been over-regulated, allowing institutions the flexibility to adapt to fluctuating internal and external conditions. NASEA is concerned about the current re-authorization proposal that could stifle the key elements necessary to the successful interaction of these programs.

NASEA wants to insure that each program is recognized and funded appropriately, allowing the flexibility to offer work opportunities to all students and thus help meet both financial and experiential needs.

*Source: California State University at Fullerton, in its CP & PC News, reported a sixteen year study of 350,000 job applicants and similar findings by Herbert Greenberg Marketing Survey and Research Corporation (The Futurist, August, 1978).

Student Employment Service at the University of Texas at Arlington.

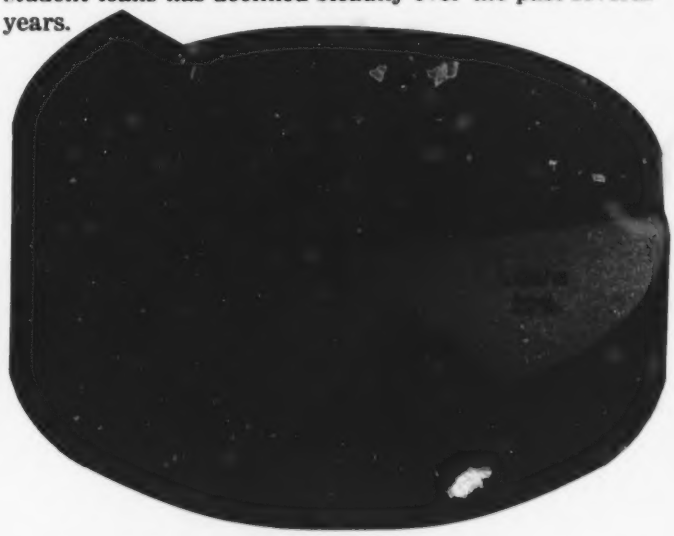
COLLEGE COSTS vs STUDENT AID



Source: The College Board, Washington, D.C.
Figures for educational expenditures cover instruction, but not room and board.

How Students Pay for College

Grants covered more than a third of college costs during 1982-83, but students also relied heavily on family resources to finance college. The number and amount of student loans has declined steadily over the past several years.



Source: American Council on Education

"In our view, the Work Study Program is a very important and beneficial use of federal funds. First of all, the program provides assistance to students who need financial aid, but at the same time, the student must make a contribution through working. Another major benefit is the on-the-job learning and experience gained by the students. We certainly believe that this is an important factor in broadening and deepening the students' understanding of the workplace environment."

William Leder
Deputy Executive Director,
Dallas/Fort Worth Airport Board

"I couldn't stay in school without this job. It pays $10.00 an hour and it is a very good learning experience for me."

Paul Jordan
Aerospace Engineering Major, UTA
in the Engineering Department
at Dallas/Fort Worth Airport

Also pictured is Eddie Tovar,
supervisor

COLLEGE WORK-STUDY

College Work-Study is awarded to students who have a significant financial need and meet the eligibility requirements. The purpose of the program is to provide students with the opportunity to work at part-time jobs to help meet educational expenses rather than incurring heavy indebtedness. Students work in paid jobs on-campus or at non-profit agencies off-campus. A percentage of each student's salary is paid by the federal government and the remainder is paid by the employer.

Work-Study jobs range from basic services to highly technical computer operators and engineering assistants. College Work-Study is ideal for students who must finance their education and are able to work on a part-time basis.

College Work-Study is one of six major student financial aid programs authorized under Title IV of the Higher Education Act. As a result of the benefits of the federal College Work-Study Program, numerous state work-study programs are gaining in popularity.

Current Facts About College Work-Study

1982-1983

Funding allocated for College Work Study	$523,909,959
Participating Institutions	3,300
Participant Students	720,978
Total 1983 CWS Student Earnings	$630,307,562

1983-1984 (Projected)

Funding Allocated for College Work Study	$584,042,928
Participating Institutions	3,392
Participant Students	800,000
Total 1984 CWS Student Earnings	$700,000,000

Source: Angie Choporis, Department of Education, Office of Post Secondary Education, Office of Student Financial Assistance, Division of Policy and Program Development, Campus and State Grants Branch, Analysis Section, Washington, D.C.

JOB LOCATION AND DEVELOPMENT

Job Location and Development is a program designed to encourage the development and expansion of off-campus employment opportunities for any student regardless of financial need. Using a variety of methods, the university student employment service contacts local employers and encourages them to list job opportunities with the school. The student employment service then posts the positions and refers qualified students to prospective employers. Jobs available through the JLD program offer excellent opportunities for students to explore various career fields beginning in their freshman year.

A free service to both employers and students, JLD is partially funded through the federal government's College Work-Study Program under Title IV of the Higher Education Act of 1965. The JLD Program became effective with the award period July 1, 1977, to June 30, 1978. The university has the option to provide either additional funding or totally fund the program.

Of significance is the fact that in administering the JLD Program, total student earnings must exceed the amount of JLD funds received.

Current Facts About Job Location and Development

1977-78

Programs	144
Participant Students	13,681
Total 1977-1978 Estimated JLD Student Earnings	$22,270,003

1982-83

Programs	429
Federal and Institutional Expenditure From College Work-Study Funding	$8,573,124
Participant Students	131,389
Total Estimated Student Earnings	$224,186,908

*Source: Paul Hill, Department of Education, Office of Post Secondary Education, Office of Student Financial Assistance, Division of Policy and Program Development, Campus and State Grants Branch, Analysis Section, Washington, D.C.

"UTA Student Employment has been of great assistance during my four years here. It has given me the opportunity to explore a variety of job experiences to suit my schedule. I personally think it is the best single campus function in complementing classes toward a post-graduate job or career. I was able to gain well paying jobs but more importantly I was able to define my goals."

Ron Tomanka
Business/Finance Major,
The University of
Texas at Arlington

COOPERATIVE EDUCATION

Cooperative Education is a program which integrates classroom study with planned and supervised off-campus work experience. The "apprenticeship" concept of cooperative education has its origins in Renaissance Europe and gained popularity in the United States around the turn of the century. Students work in paid jobs related to their academic and career goals. These jobs are usually developed by the college and are evaluated to ensure that they are closely related to the student's academic pursuits.

Cooperative Education is particularly beneficial for students who want to develop career options, interact with professionals, and ensure that their educations will realistically prepare them for the job market.

In implementing Co-op work opportunities, schools and employers work together to develop an educational program which combines theoretical learning with practical work experience. Though closely regulated, the actual design and logistics of the program may vary according to the philosophy of the school, the employer, and the needs of the students. The most popular schedule is a three or six month alternating pattern of academic study and employment. Initial funding of Cooperative programs comes through grants available through Title VIII funding.

Current Facts About Cooperative Education:

Cost of programs	$14,000,000
United States Programs	918
Participant Students	177,000
Total 1983 Cooperative Student Earnings	$1,050,000,000
1983 Federal Tax Paid By Cooperative Education Students:	
FICA	$ 70,350,000
Income	$ 63,000,000
Total	$133,350,000

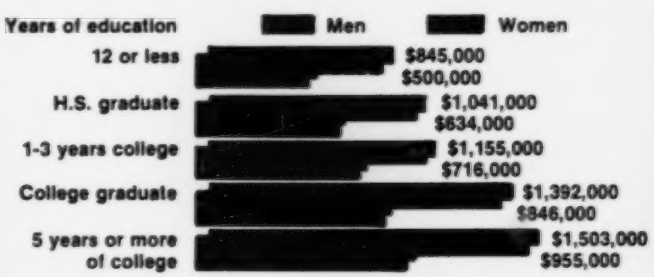
Source: James W. Wilson, Project Director
Cooperative Education Research Center
Northeastern University
Boston, Mass. 02115

Kathy Bjork, sophomore Veterinary Medicine Major, University of Minnesota. Employed at the Veterinary Teaching Hospital.

Expected Lifetime Earnings

Dollars, Degrees, Gender

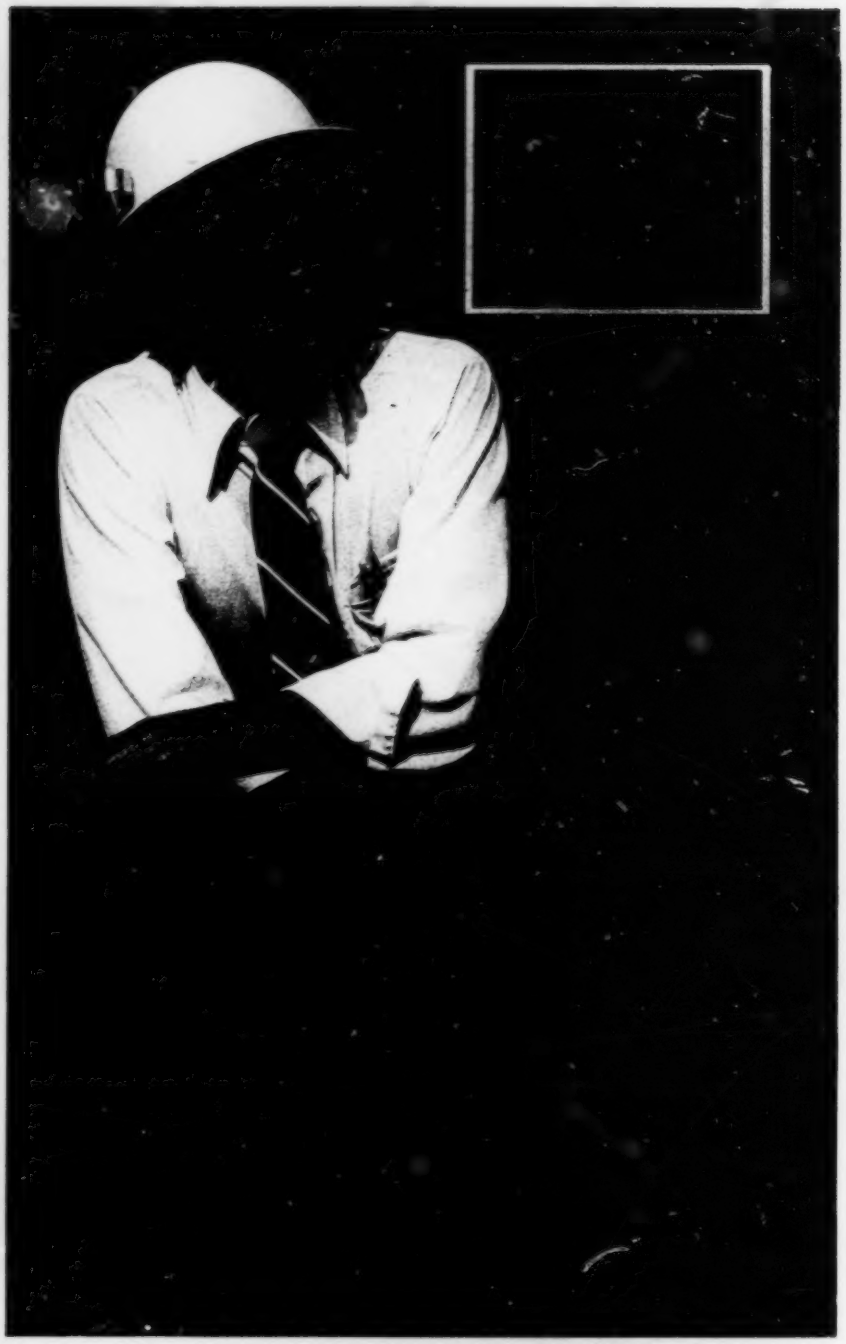
The average male college graduate who was 18 in 1979 and is now fully employed will earn $1.4 million in his lifetime. His female counterpart can expect half a million less. Projected lifetime earnings for full-time workers — according to sex and education level — are outlined below.



Source: Bureau of Labor Statistics

"He is well paid that's well satisfied."

William Shakespeare
The Merchant of Venice



Scott Sirrine (above) says his experience as an Old Dominion University co-op convinced him to join the Shipyard fulltime. Manager of Engineering Training Bill Weaver (inset-center) works closely with ODU Co-Op Director Jim Antonick (left) and Dean of Engineering John Weese.

TOMORROW'S LEADERS

Two summers ago, Scott Sirrine was working himself through college by operating a jack hammer. The money wasn't bad, but Sirrine didn't learn anything that would help him as a future civil engineer.

Sirrine signed up for the Co-op program at Old Dominion University, interviewed with Newport News Shipbuilding and worked in Hull Design for the first eight months of 1981. He earned enough money to pay for his senior year and picked up valuable engineering experience in the process.

Today, Sirrine is a full-time engineer in the Shipyard's Hull Tech Department. He's the first co-op engineering student to complete the Cooperative Education Program begun there two years ago.

"When I interviewed for permanent employment, I already knew what it was like to work here," Sirrine says. "And the Shipyard knew I could do the work."

Seventy engineering co-op students, including eight seniors and one graduate student, participate in the Shipyard's program, and NNS expects to add at least 10 more next year. The students represent ODU, Virginia Tech, North Carolina State, Clemson, Georgia Tech, West Virginia Institute of Technology, and Florida Institute of Technology.

"It would be proper, as a student advances through youth, and before he chooses his employment, to give him a just view of the advantages and disadvantages which attend different occupations of mankind, and to point out to him how far a trade or profession which he may have in view is useful to society and how far it may be suited to his capacity, his temper, and his constitution. Though such considerations as these ought to have great weight in determining his choice, seldom is much attention given to direct him, as the importance of that critical step, and need he has of advice, seem to require."

George Chapman, Treatise on Education, 1774

Sherry Fincher, assists veterinarians at Cooper Street Animal Hospital. The University of Texas at Arlington.

Lee Maurer, works with pecan trees for the O.S. Gray Pecan Nursery. The University of Texas at Arlington.

INTERNSHIPS

Internships are designed to give students the opportunity to work in pre-professional positions while still in school. Most interns work with off-campus employers. Internships are similar in concept to Cooperative Education programs but there are specific differences.

Students usually serve as interns for shorter durations, such as summer and holiday vacations. Internship programs are less structured than Co-op programs. They usually are not required as part of the student's degree plan. Students seek internships to explore career options, to gain work experience, and to develop skills related to their academic goals. As with other programs, the knowledge gained from internships eases the student's transition from college to the professional world and provides a means for "reality testing" future career alternatives.

"One must learn by doing the thing; for though you think you know it, you have no certainty until you try."

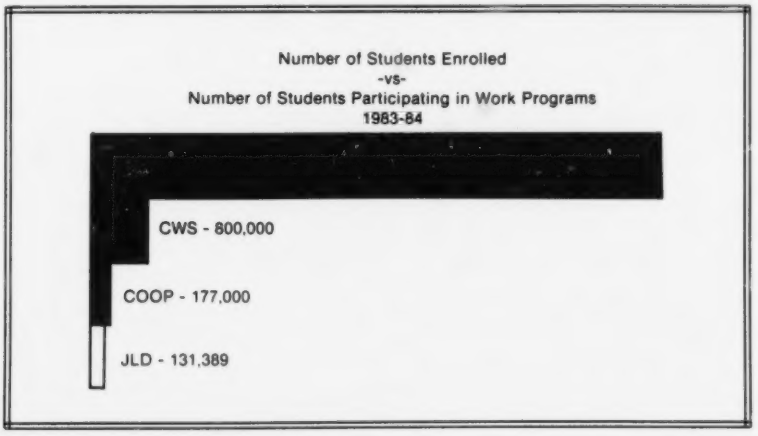
Sophocles

EXAMPLES OF SUCCESSFUL PROGRAMS

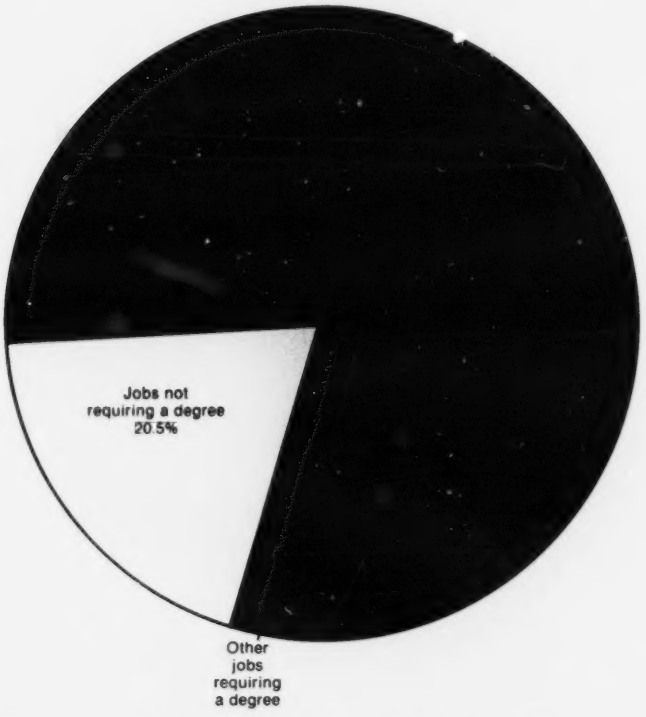
One of the significant factors contributing to the success of the student employment programs highlighted in this report is that each institution had the flexibility to create, develop, and adapt its program to the specific needs and goals of the school, its students, and the business community.

Another factor contributing to the success of these programs is the availability and amount of funding. Data from a nationwide survey of more than 200 institutions indicated that those schools with the greatest commitment of resources had highly successful programs regardless of the local employment conditions. Most of the programs highlighted were in areas with high unemployment rates.

This report will feature eight distinctly different programs that include various combinations of employment practices as well as funding from a variety of sources. These profiles are a sample representation reflecting: regional location, student population, employment challenges, etc. The administrators of these programs are to be commended for the variety and creativity demonstrated in their programming efforts.



KINDS OF JOBS COLLEGE GRADUATES WILL ENTER



Occupational Outlook Quarterly Summer 1984

Source: Bureau of Labor Statistics

"No two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation and another for another...All things will be produced in superior quality and quantity...when each person works in accordance with his natural gifts."

Plato

"Our findings were a pleasant surprise. The project showed, more clearly than could have been hoped for, that excellent companies were, above all, brilliant on basics...*these companies work hard to keep things simple in a complex world. They persisted."*

In Search of Excellence

APPALACHIAN STATE UNIVERSITY
Boone, North Carolina

Appalachian State University is located in Boone, North Carolina, in the heart of the Blue Ridge of the Appalachian Mountains. The University is located in a rural area with the major industry being tourism.

Founded in 1899 as Watauga Academy, Appalachian State University soon evolved into a state teacher's college and later broadened its purpose to include the liberal arts. From its beginnings as a small local institution, Appalachian has grown to an enrollment of approximately 10,000 students from every section of North Carolina, as well as from other states and nations.

Appalachian State University is a comprehensive university offering 130 academic majors at the baccalaureate level and over 70 academic majors at the master's and intermediate levels. To prepare a diverse consituency for productive lives in society, the University provides each student with a well-rounded liberal education and the opportunity to participate in a wide range of educational experiences and professional programs. It maintains a strong commitment to excellence in instruction, as well as its tradition of attention to the individual needs of students.

For the academic year 1984-85, it is expected that 50% of the student body at Appalachian State will receive work assignments from a student employment program. The programs currently offered are Work-Study, Student Temporary Funds, Job Location and Development, and Internships.

Because of rural location and small business community, it was assumed that all the jobs available to students were already being filled through a normal application process. But the addition of the Job Location and Development Program in 1982 has made a substantial impact on the availability of jobs for students by offering a central location for business and individuals to contact student workers. It is particularly noteworthy that for every dollar invested in the various employment programs, an estimated $200.00 were generated in student earnings.

Type of institution	4 year public
Total student population	10,500
State unemployment rate	6.3%
Local employment environment	Rural
Estimated number of students hired	4,000
Estimated student earnings from all student employment programs	$14,560,000
Student Employment budget	$73,000

Resource person to contact for further details:
Chuck Blanton
Appalachian State University
301 Administrative Annex
Boone, North Carolina 28608
(704) 262-2180

"I work 20 hours a week at a local department store and continue to take a full class load each semester. My grades actually improved since I started working because I have to manage my time more carefully. I still do all the things I enjoy socially but I just don't waste as much time."

Carol Thorn
Appalachian State University

BEREA COLLEGE

Berea, Kentucky

Berea College is located in the rural community of Berea, Kentucky, a part of Appalachia. Since its founding in 1855, the school has been dedicated to providing a high-quality education at low cost and to serving the community. This is done primarily through its student employment program which has been in existence since 1914.

Berea has two limitations on enrollment. It gives preference to students from Appalachia and only those students who have financial need are admitted. No student pays tuition but is responsible for paying room, board, and fees. How do students meet these expenses? By working. Every student has to work at least ten hours per week and carry a full academic load. Freshman students are assigned to jobs; all other students are free to select their own employment.

Student positions are offered in more than 100 college departments and programs, as well as in a hotel which the college operates. Berea College has established several industries emphasizing manual skills. Today, there are a total of seven industries on campus: Broomcraft, the Ceramics Apprenticeship Program, Lapidary, Needlecraft, Weaving, Woodcraft, and Wrought Iron. The labor program and student craft industries have developed by stages, but throughout, the primary emphasis has been on the importance of combining mental and manual labor with the discipline and responsibility necessary to produce quality work.

Berea believes in the dignity of work and in the educational value. It is attempting to provide jobs in which students can explore their academic and career interests. The Labor Program is so thoroughly a part of Berea College that it defies conventional ways of counting its extent and effect. There are nine staff members and approximately 17 students who manage the program.

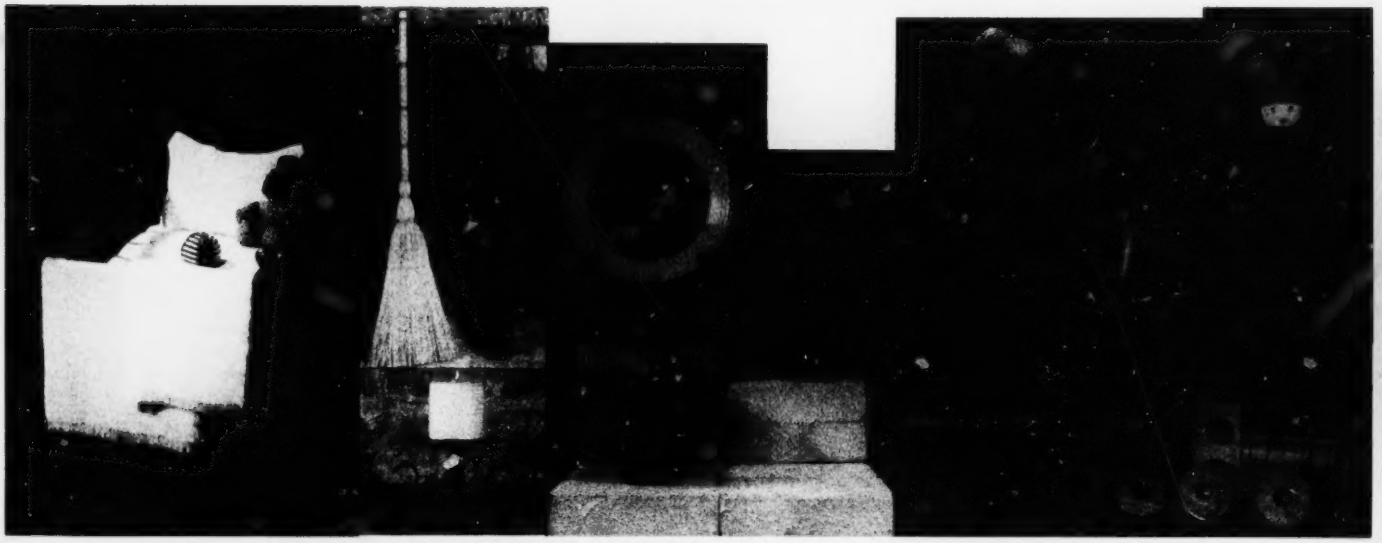
Donors to the institution frequently say the main reason they choose to provide financial assistance for Berea College is that needy students are afforded an opportunity to get an education by working for it. The college celebrates a Labor Day in the spring in which students are recognized for outstanding achievements on the job with certificates and cash awards, just as students are honored for academic achievements on other occasions.

Berea's approach to student employment may be more comprehensive than is typical but thousands of students have left Berea College forever in possession of the truth that honest work is essential for everday life.

ADDITIONAL FACTS:

Type of institution ..... 4 year private
Total student population 1,507
State unemployment rate 8.9%
Local employment environment ..... Rural
Estimated number of
students hired 1,507
Total number of jobs available 1,507
Estimated student earnings from all
student employment programs: $1,600,000
Students are credited with a labor grant of $2,000 toward the cost of education for participation in the student labor program. In addition, they receive direct labor payments which range from $1.15 to $2.35 per hour.

Resource person to contact for further details:
Charles Schindler
CPO 2348
Berea College
Berea, Kentucky 40404
(606) 986-9341



WHAT STUDENTS AND EMPLOYERS SAY

"As a result of your services, we were able to fill two positions with what we considered to be outstanding candidates for career employees with our company. Your office has once again, as it has over the past several years, provided a very vital source for our company when searching for employees. Without your help, our task of recruiting would be much more difficult in locating the caliber of person whom we are seeking, and whose needs we also can meet with our job offerings."

Robert A. Malinsky CPCU
Assistant Claim Manager,
Houston General Insurance Co.

"The students were eager, willing, and well-trained to perform their assigned jobs. We were very pleased with the work, the attitudes, and the contribution of our two Field Experience employees."

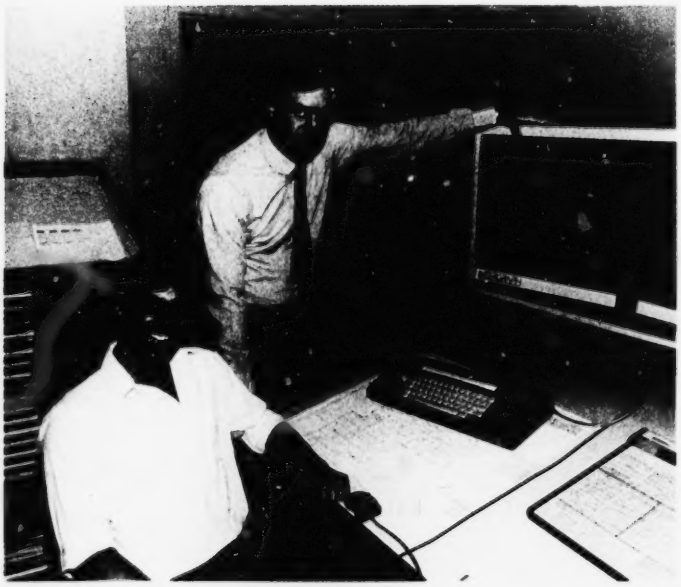
Donald A. Chase
Manager Employee Relations
Northern Telecom, Inc.

"As an employer, I am obviously pleased with the reduced hourly rate I pay for a high quality employee. I direct a non-profit, United Way agency, so the benefit accrues directly to the community. My experience has been that student employees bring new ideas and enthusiasm to their work; both valuable commodities."

Janet Rosenzweig
Executive Director,
Girls Club of Dallas, Texas

"We at the Frito-Lay, Irving Manufacturing Plant encourage hiring of college students. Our goal is to meet the needs of the organization by hiring top quality employees and to meet the needs of the individual by providing good work expeience, good pay, and benefits. (up to 75% tuition reimbursement)"

Anna Kozlowski
Employee Relations Associate,
Irving Manufacturing Plant-Personnel,
Irving, Texas



"This Field Experience program from the University of New Hampshire is very well organized and coordinated."

Kathryn Farrington
Promotion Director,
WEVO Radio

"I have been very, very pleased with how well this work experience has helped me narrow my goals, while broadening my opportunities. Previously, I had not considered the micro-computer field in my career objectives, so I have been exposed to a new area. Also, aside from the benefits of the work experience, I have learned much from the people I work with."

Elizabeth Vonasek
Computer Science Major Co-op,
Old Dominion University

"I have not had much past orientation to computers, but working for Texas Electric Service on their state-of-the-art graphics system has made me more knowledgeable about computers and much more competent in the engineering field. I could not have obtained this valuable training in school."

Arlen Work
Junior Mechanical Engineering Major,
The University of Texas at Arlington

"My experience with the SES and the Co-op programs were extremely beneficial...I had the opportunity to gain professionalism, an understanding of how to dress, talk and act in the business world. I also developed an understanding of the environment and terminology of my profession that wasn't taught in my courses...". I received many honors when I graduated...But, in getting a good job, my two years with IBM probably did more to help than these certificates."

P. Elliott Parker, Systems Analyst,
The University of Texas
at Arlington Alumn hired at
Western Company of North America,
Fort Worth, Texas

"Speaking as General Manager (and as a Management Consultant), I know that when I hire one of your recommendations that we can expect to find a motivated, achievement-oriented individual. We also know that his or her productive capacity is enhanced by that ambition and drive. Your college student workers have superior communications and interactive skills, they are flexible and reactive in their work attitudes, and have fine coping skills. We count on them to show responsibility, superior learning ability, positive thinking, and good attendance."

Milton S. Cotter
General Manager,
O.S. Gray Nursery and Landscape
Arlington, Texas

"TESCO has a goal to hire top professionals. A successful recruiting technique for us has been to hire students while still in college. We hired 12 UTA engineering and computer science students this summer to learn our fully automated mapping system. The students have the opportunity for exposure to state-of-the-art equipment while we have a chance to observe them at work. We will consider the students that we employ now for future full time employment. When the students graduate we will all be able to make future commitments based on facts."

Patrick L. Howrey
Principle Engineer,
Texas Electric Service Company

CHEMEKETA COMMUNITY COLLEGE

Salem, Oregon

Chemeketa Community College in Salem, Oregon, began in 1955 as Salem Technical Vocational School, with 10 full-time students. Since becoming a community college in 1969, its enrollment has increased to approximately 3,000 part- and full-time students, making it the third largest community college in Oregon.

The college places major emphasis on vocational-technical education and currently offers more than 40 one- and two- year programs in a wide variety of occupational fields.

In addition to accredited programs, the college offers non-credit courses, workshops, and short courses throughout the community for those interested in improving skills or pursuing new interests. An adult high school completion program is also offered. The school's Work Related Experience Department provides Co-op, Job Placement, and College Work-Study Programs.

In spite of Oregon's 9.1 percent unemployment rate, Chemeketa's student employment programs have prospered, with 2,365 jobs listed during the 1982-83 school year, and an estimated 1,861 students hired.

ADDITIONAL FACTS:

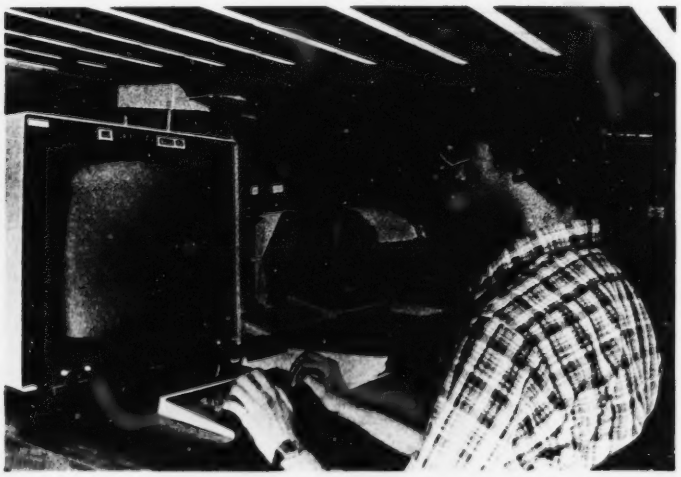
Type of Institution	2 year public
Total student population	3,479
State unemployment rate	9.1%
Local employment environment	Suburban
Estimated Number of students hired	1,955
Total Number of jobs available	2,365
Estimated student earnings from all student employment programs	$3,500,000
Student employment budget	$61,859

Resource person to contact for further details:

Ray Phipps
P.O. Box 14007
Salem, Oregon 97309
(503)399-5026

Nannette Ness, Junior
Pharmacy Major, Pharmacy Technician.

Michael Pritchard
Junior
College of Liberal Arts
Systems software programmer trainee employed at the University Computer Center.



CORNELL UNIVERSITY

Ithaca, New York

Cornell University was founded in 1868 by Ezra Cornell, and Andrew Dickson White, the first president. These two combined their practical and scholarly perspectives, their wealth and political prowess, and their foresight and energies to found a school that fit their vision. It was a school with revolutionary ideas — a broadening of the traditional curriculum to include with the older disciplines such practical studies as agriculture and engineering. As Ezra Cornell declared succinctly, the University was to be "an institution where any person can find instruction in any study."

Cornell University's innovative student employment program, "The Cornell Tradition", was made possible through a generous group of friends and alumni of the university.

The group anonymously donated $7 million to provide employment opportunities for students willing to contribute to the cost of their education. This trait was strongly encouraged by Ezra Cornell, who believed that students who could not afford to pay their way should be able to work to defray the cost of a Cornell education.

The Cornell Tradition offers several programs, the student can qualify for one or several, depending on factors under the student's control. Participation in the programs requires a commitment from the student toward the qualities The Cornell Tradition was designed to reward — motivation to contribute to the cost of education through employment, unusual enterprise and the pursuit and achievement of excellence in work and scholarship.

One of the primary goals of the Cornell Tradition is to substantially reduce student loan debts. The high quality of a Cornell education is costly — officials expect it to reach $13,000 for graduates in 1986 — but today's freshmen who use Tradition resources can expect to reduce that figure to as little as $5,000 upon graduation.

Components of The Cornell Tradition include:

*Freshman/Transfer Fellowships: Provides scholarship funds to lower the loan recommendation of incoming freshmen. Prospective student recipients exhibiting good scholarship and leadership qualities are nominated by the college selections committee. Continuance in the program in subsequent years depends on the student's achievement and commitment to Cornell Tradition qualities.

*Academic Year Fellowships: Designed for continuing students who work a minimum number of hours per week during the academic year and who demonstrate the qualities of a Cornell Tradition Fellow. Based on the student's work and scholarship performance for the prior year, scholarship funds will replace a portion of the student's financial aid loan package for the following year. An Academic Year Fellowship can substantially reduce the loan indebtedness accumulated over four undergraduate years.

*Summer Fellowship: Develops summer jobs for all interested undergraduates, regardless of financial need. Cornell Tradition funds are available to subsidize a portion of the summer job wages. In addition, living expense fellowships are available for qualified financial aid recipients to assure that students can meet summer living expenses without the need for additional borrowing.

*Cornell Tradition Symposia: Features lectures and seminars to benefit the entire community. Students may meet and exchange ideas with those alumni and friends of the university who have made significant contributions in their chosen professions. Leaders in industry, government, education, and the arts are featured.

Another powerful Cornell tradition, alumni support, is required of those alumni who used the program while students, to aid the students who follow them. Cornell alumni may support the Tradition through financial contributions or by providing jobs for students.

A unique factor in The Cornell Tradition is that the program is funded entirely on contributions from alumni and friends of the university. Additional contributions to the original grant will be matched dollar for dollar by the founding group.

ADDITIONAL FACTS:

Type of Institution ..... 4 year private
Total student population 17,030
State unemployment rate 7.7
Local employment environment ..... Rural
Estimated number of students hired 8,500
Estimated student earnings from all student employment programs $14,320,800
Student employment budget $323,000

Resource person to contact for further details:

Dennis Chavez, Jr.
Cornell University
Student Employment Office
203 Day Hall
Ithaca, New York 14853
(607) 256-3497

"My responsibilities with the Greater Philadelphia Chamber of Commerce, was to research Venture Capital in the Philadelphia area and to help with the program development of the Business Council...This experience gave me a better idea of what to expect from the business world."

Terry Schillinger,
Agriculture & Life Sciences,
Cornell University

UNIVERSITY OF HAWAII AT MANOA

Manoa, Hawaii

The University of Hawaii at Manoa, the major campus of Hawaii's system of higher education, was started in 1907 as a land-grant college of agriculture and mechanic arts called the College of Hawaii.

Today, UH-Manoa is a multidimensional university operation conducting education, research, and public service programs for the state, nation, and the world community.

Throughout its history, UH-Manoa has emphasized studies related to the distinctive geographical and cultural setting of Hawaii. The state's multiracial culture and close ties to Asia create a favorable environment for the study of various aspects of diverse cultural systems, including such subjects as linguistics, genetics, philosophy, and interrace relations.

The fundamental mission of the University encompasses its broad responsibilities as the sole public institution of higher education in the state. It endeavors to provide all qualified people in Hawaii an equal opportunity for quality college and university education; to create knowledge and gain insights through research and scholarship; to preserve and contribute to the artistic and cultural heritage of the community; and to provide public service through the dissemination of current and new ideas and techniques.

ADDITIONAL FACTS:

Type of Institution	4 Year public
Total student population	21,500
State unemployment rate	5.4%
Local employment environment	Urban
Estimated number of students hired	2,968
Total Number of jobs available	3,988
Estimated student earnings from all student employment programs	$12,346,880
Student Employment Service Budget	$131,158

Resource person to contact for further details:

Myrtle Ching, Director, Student Employment
Iris Takushi, Coordinator, Job Location and Development
Center for Student Development
2440 Campus Road
Honolulu, Hawaii 96822
(808) 948-7007

In line with the University's commitment to the development of its students, the University of Hawaii at Manoa provides several programs to assist in meeting career development and employment needs. These programs are Career Placement, College Work-Study, Cooperative Education, Job Location and Development, and Student Employment.

The statistics reflect a conglomeration of four of these programs; a majority of the students were placed by the Student Employment Program. The primary purpose of Student Employment is to assist UHM students in obtaining part-time, on-campus employment and it receives a majority of its funding from the State of Hawaii.

"We were given a variety of personalities and experiences (among UH students referred) to choose from...and the students are working out very well. They are good workers and highly motivated."

Donna Usatawa
Personnel Officer,
State Savings and
Loan Association,
Honolulu, Hawaii

"The (JLD) program has provided excellent candidates for our personnel training program. The students have an incentive; they want to gain career-directed work experience and at the same time earn an income".

Valerie Takahashi
Employment Coordinator,
Pacific Concrete and
Rock Co. Ltd.,
Honolulu, Hawaii

"Getting the hands-on experience really ingrained the knowledge I acquired in the classroom."

Linda Lembeck
Cooperative Education, Geography major,
hired at Volcano National Park,
working with ornithologists,
botanists, and entymologists.
University of Hawaii,
Honolulu, Hawaii

PRINCETON UNIVERSITY

Princeton, New Jersey

Princeton University is a private, coeducational university located in Princeton, New Jersey, midway between New York City and Philadelphia. Founded in 1746 as the College of New Jersey, Princeton now has an undergraduate population of approximately 4,530 students studying toward the Bachelor of Arts or Bachelor of Science in Engineering degrees. The graduate program has 800 students. Students come from all fifty states and from more than fifty foreign countries. A single full-time faculty of 625 within the University teaches both graduate and undergraduate students.

Princeton University's student employment program has been in existence since 1911 when it was originally called the Bureau of Self-Help. Primarily a referral service, Princeton's student employment program offers a variety of on- and off-campus jobs, and is open to all interested Princeton undergraduate and graduate students. Both routine and challenging positions are available on campus, and more than twenty-seven hundred students took advantage of them last year. Off-campus jobs range from babysitting and doing yard work in the community to serving as an assistant at one of the many research institutions in the Princeton area.

A unique aspect of Princeton's program is its student agency system. The agencies which are franchises set up, managed, and staffed by students, sell a variety of products and services to the campus community. The university supplies the initial capital, equipment, and office space. In 1983, student agencies provided jobs for more than 320 students. Salespersons and other workers are employed depending upon the needs of the agencies. In some instances, agency needs vary according to the season. Most agencies operate throughout the academic year (and sometimes beyond), but many, such as the Furniture, Refrigerator, and Linen agencies, use more workers at the beginning of the year. The advantages of agency work include flexible hours and the sense of an income directly related to the students efforts. Student managers and most salespersons are paid on a commission basis and are often able to make more money than by working at an hourly rate. Apart from these advantages, working in the student agency system allows students to gain sales and management skills certain to make them a more attractive job applicant at the end of their four years at Princeton. All a student needs is a bright idea for a needed product or service and a lot of energy.

A sample of student agencies currently operating on campus include:

- Birthday Cake
- Clothing
- Computer
- Delivery
- Furniture
- Photo
- Pizza
- Ring
- Souvenir
- Stationery
- Thesis Binding
- TV Rental
- Typewriter
- Calculator Rental

ADDITIONAL FACTS:

Type of Institution	4 year private
Total student population	5,300
State unemployment rate	6.3%
Local employment environment	Suburban
Estimated Number of students hired	4,000
Estimated student earnings from all student employment programs	$3,100,000
Student employment budget	$131,500

Resource person to contact for further details:

Bob Cunningham
208 W. College
Princeton University
Princeton, New Jersey 08544
(609) 452-3334

UNIVERSITY OF MINNESOTA

Twin Cities Campus
Minneapolis, Minnesota

The University of Minnesota was founded as a preparatory school in 1851, seven years before the territory of Minnesota became a state. The school struggled financially in its early years and was forced to close during the Civil War. But the institution survived, partly because of the guidance and financial help of Minneapolis businessman John Sargent Pillsbury, who served as a University regent, state senator, and governor, and is known today as the "Father of the University."

The University is now one of the largest in the United States, as well as being a major research institution. Fall quarter 1981 enrollment was more than 58,900 daytime students and nearly 18,000 extension class students .

Student employment has long been an important part of the student experience at the University of Minnesota. Early chronicles describe student jobs as far back as 1898 and an organized effort to help students find jobs was introduced after the turn of the century in the form of the Student Employment Bureau. Today, the University itself employs over 17,000 students a year and students normally comprise about 30-35% of the total University workforce. As part of its commitment to student employment, the University has a standing policy that all non-academic positions which are 29 hours per week or less will be filled by a student. Students are paid comparable pay rates to non-students for the same kind of work. In turn University departments are free to request comparable qualifications and hours.

The administration for most student employment programs is assigned to the Student Employment Center, the successor to the former Student Employment Bureau. The Center handles such personnel functions as compensation, classification, and labor relations for University student employees and employment for both University and community jobs. In a typical year the Center helps around 12,000 students. Though most vacancies are entry-level clerical, labor, and laboratory jobs, the Center also handles scientific research, nursing, and computer technology positions.

The Center offers students the option of finding jobs through a variety of programs. In addition to regular University and community positions, students can find work through the College Work-Study Program, the Job Location and Development Program, and the Student Emergency Service (SES). SES is a temporary help agency which serves only University departments. SES offers short-term employment opportunities to students who do not want or cannot find permanent part-time employment. It also helps University departments who need immediate help on a temporary basis. SES is self-supporting and derives its income from charges made to user departments on journal vouchers with payments transferred to the SES account. In return, SES handles all recruitment, payroll and employee relations for departments. In 1983-84, over 670 jobs were filled by SES.

In addition to the Student Employment Center, students may also seek employment through one of the University's student-run businesses. The Minnesota Student Association runs a store in the student union which stocks everything from school suplies and books to handmade pottery and health and beauty aids. The International Study and Travel Center (ISTC) helps students arrange travel and study abroad.

"Student employment provides developmental potential in both the work experience it offers and the educational experience it makes financially possible. The University of Minnesota views student employment as good education and good business for everyone involved: the student, the employer, the institution, and the community as a whole."

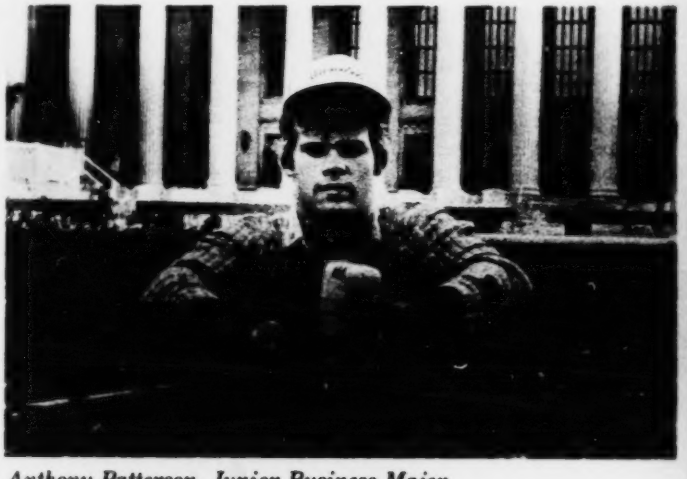
Dr. Frank Wilderson, Jr.
Vice President for Student Affairs,
University of Minnesota

ADDITIONAL FACTS:

Type of institution	4 year public
Total student population	46,445
State unemployment rate	10.4%
Local employment environment	Urban
Estimated number of students hired	8,449
Total Number of jobs available	11,703
Estimated student earnings from all student employment programs	$68,705,021
Student Employment Service Budget	$322,000

Resource person to contact for further details:

Susan Treinen
120 Fraser Hall
106 Pleasant Street SE
Minneapolis, Minnesota 55455-0422
(612) 373-4484



Anthony Patterson, Junior Business Major
The University of Minnesota
Employed in the Physical Plant Department

WESTERN WASHINGTON
Bellingham, Washington

Western Washington University was founded in 1899 as a state normal school and was renamed Western Washington College of Education in 1937. Western was designated a state college by the legislature in 1961 and officially became a regional university in September of 1977.

Western Washington University's student employment program consists of state work-study, federal work-study, Job Location and Development, internships, and on-campus non-work study. Using these employment programs as a foundation, the school strives to acquaint students with the value of experience acquired outside the classroom and the opportunities available to them. This is accomplished through a unique project called The Experience Hunt. A brochure and slide presentation educates students to the experiential learning opportunities open to them in major-related jobs, student services and programs, university food services, university departments and offices, internships and co-ops, student government, committees, student clubs and activities, professional clubs, and recreational clubs.

Western Washington has also made a commitment to providing quality on-campus work study jobs. In the past several years it has placed particular emphasis on career-related paraprofessional positions. Forty-two percent of students working on campus are at the paraprofessional level. Emphasis is put on placing work-study students in positions that provide career training rather than making them clerks and errand runners.

To ensure the success of the program, training classes and workshops are provided to the paraprofessional students and their supervisors.

"I'm learning a variety of skills all at one time — working with people, budgeting, programming. I'm increasing my self-confidence and finding my limits. And I'm being paid to do it!"

Coordinator,
A.S. Drug Information Office

ADDITIONAL FACTS:

Type of Institution	4 year public
Total student population	9,200
Unemployment rate	10.2%
Local employment environment	Suburban
Estimated number of students hired	3,000
Total number of jobs available	3,500
Estimated student earnings from all student employment programs	$6,864,000
Student Employment Service Budget	$75,000

Resource person to contact for further details:
Kathy Sahlhoff
Western Washington University
Bellingham, Washington 98225
(206) 676-3158

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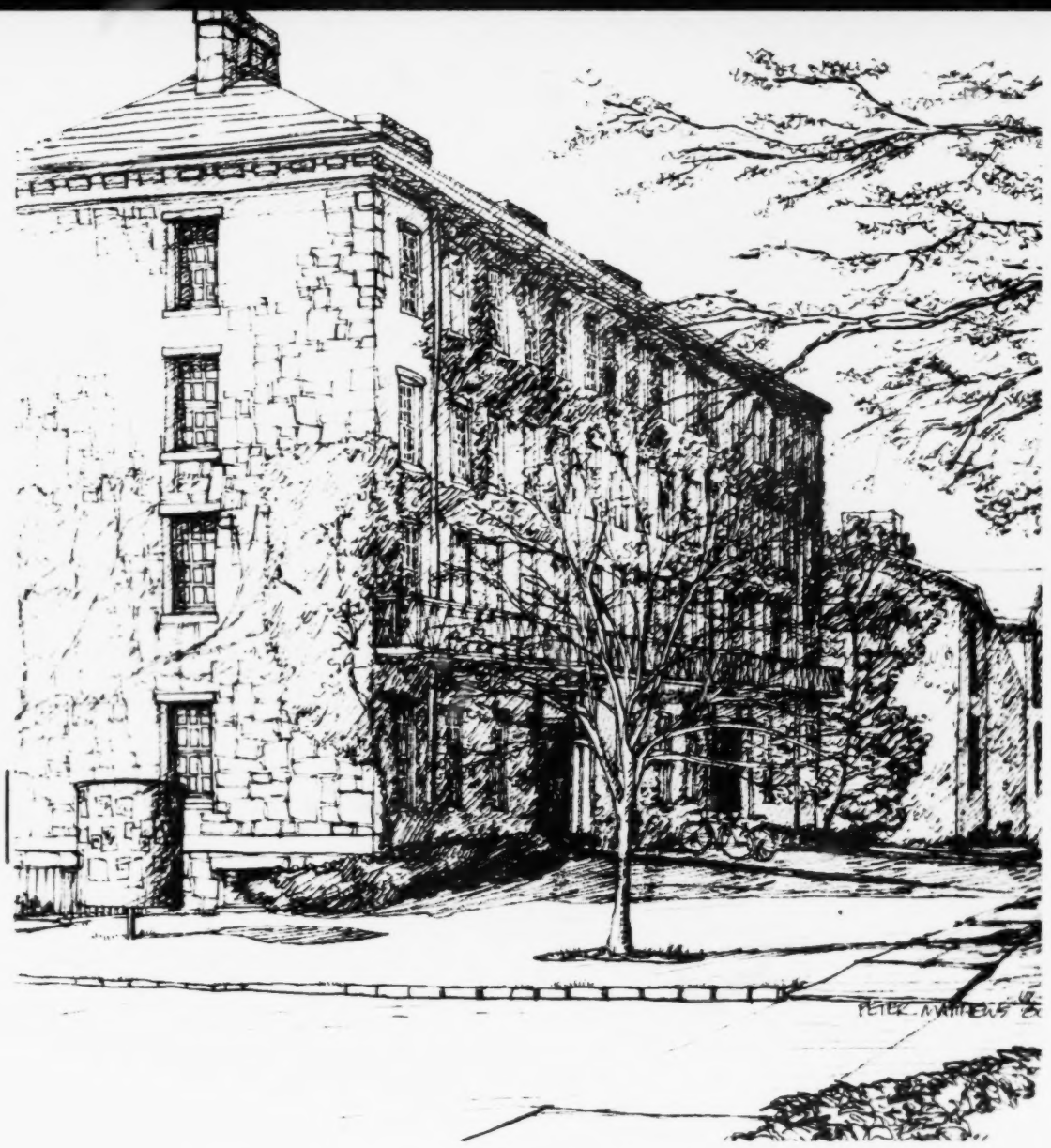
"All who have meditated upon the art of governing mankind have been convinced that the fate of empires depends upon the Education of Youth."

Aristotle



"Productive societies nourish the spirit of adventure, innovation, and entrepreneurship. And, productive societies share common objectives — their leading institutions work together — business, government, labor, and academia view each other as partners, not adversaries...viewing them as trustees for the preservation of the American Free Enterprise System...Certainly there are few areas of American life as important to our society, to our people, and to our families as our schools and colleges."

President Ronald Reagan

EDUCATION AT WORK

PRODUCTIVITY THROUGH STUDENT EMPLOYMENT

The National Association of Student Employment Administrators

ACKNOWLEDGEMENTS

Numerous friends and colleagues have contributed countless hours of research, planning and implementing of outstanding student employment programs on their campuses nationwide. Their successful techniques are profiled in this report. Space does not permit more than a very brief synopsis of these techniques, however, the resource sections provide information to obtain details. I greatly appreciate the effort it took for each of these professionals to share their valuable ideas.

Additionally, I would like to personally acknowledge and thank the following individuals and organizations for their support: Congressman Dick Armey, United States Congress; Christine Baker, North Texas State University; Bob Cunningham, Princeton University; Judy Curits, Proof Reader; Lawrence Gladieux, The College Board; Patricia Higgins, East Texas State University; Jane Kendall, National Society for Internships and Experiential Education; John Klacik, Council for Postsecondary Education; Mitzi Mahler, typist; Dallas Martin, National Association of Student Financial Aid Administrators; Janet Peters, my Assistant, my student staff and Keith Poster at The University of Texas at Arlington; Kathy Sahlhoff, Western Washington University; Les South, President, Hicks Printing; Chellie Stevens, O.E. Intech; Richard Ungerer, National Institute for Work and Learning; United Parcel Service; James Wilson, Cooperative Education Research Center; and a special thanks to Sandra Harrison and Mike Duke for their graphics.

Gratfully,

Barbara Lutz

Barbara Lutz,
Chairperson NASEA Report,
The University of Texas at Arlington,
First Past President of NASEA

Dedicated to Les South, President of Hicks Printing for his continued support and encouragement. (Picture in foreground is a gift from Chuck Blanton, President of SASEA).

This report was funded by a grant from the UPS Foundation and Les South.

THE NATIONAL ASSOCIATION OF STUDENT EMPLOYMENT ADMINISTRATORS
P.O. Box 1428, Princeton, N.J. 08542.

ENDORSEMENTS

THE WHITE HOUSE
WASHINGTON

September 17, 1985

One of the most important steps a young person takes is the transition from school to work. To make this transition smoothly, students need more than a good academic education. Young men and women entering today's highly competitive, rapidly changing, and increasingly technological job market need relevant work skills.

The surest way to develop these qualifications is to combine academic study with solid training on the job.

At a time when our nation must raise productivity and provide employment opportunities for our growing workforce, we all share a responsibility to help young people get a sound foothold in jobs and careers. Business, labor, and government must work with educators to see that our future workers get the necessary preparation.

The National Association of Student Employment Administrators is providing valuable leadership in the task of integrating education and work experience at American colleges and universities. With help and guidance from NASEA members, thousands of students are exploring their career options, gaining marketable job skills, and earning needed money through work-study, cooperative education, internship, and other programs.

I salute your organization and its members for their dedicated efforts, which benefit not only students but also their schools, employers, communities, and the entire nation.

Ronald Reagan

UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

EDUCATION AT WORK

A formal college education provides a student with many opportunities for intellectual discovery and development. The give and take of classroom debates and the rigors of serious research enrich the student and expand his outlook. The opportunity to put into practice intellectual skills and academic theories learned in the classroom enriches a college education.

The Student Employment Program provides many students with such an opportunity. The program supervises off-campus experience where students work in paid jobs related to their academic and career goals. Not only does this program increase a student's learning, but it often helps finance a student's education and, in so doing, contributes to a student's self-confidence, job competence and future adaptability in the work-force.

The program forges a vital link between the schools and the worlds of business, government, industry, and labor. By supporting this program, educators, parents and employers can provide the Nation's college students with a valuable opportunity to develop unique aptitudes and a greater sense of purpose. Ultimately, the students will become productive citizens contributing their skills to society.

William J. Bennett

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

BUSINESS EDUCATION AND GOVERNMENT WORKING TOGETHER

NASEA shows appreciation to United Parcel Service, Congressman Dick Armey and President Wendell Nedderman, The University of Texas at Arlington.

Pictured l.-r.: Ken Jarvis, Pat Stafford, Joe Dobransky, Barbara Lutz, Dick Armey, Rick Owens, Wendell Nedderman.

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"The direction in which education starts a man will determine his future life."
Plato

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PHILOSOPHY

The National Association of Student Employment Administrators (NASEA) shares a major concern with American businesses; the concern for improved productivity. How can America develop a more motivated and productive workforce? Business leaders are turning to institutions of higher learning to help provide the answers.

The need for a more productive America cannot be overstated. Providing relevant training for our nation's future leaders requires quality education coupled with practical applications of classroom theories. Preservation of our free enterprise system depends on a society that is not only gainfully, but successfully employed.

Student employment programs consistently produce better informed and productive graduates by helping students define career goals and gain meaningful work experience. Through our educational/experiential programs, students learn who they are, what they can do, and where they may best apply their own talents to be the most productive. Excellence is enthusiastically pursued by people who have a sense of purpose, direction and who know their chosen field compliments their given talents. NASEA wants every student to have the opportunity to make this concept a personal reality.

National leaders repeatedly emphasize the need to get back to basics, encourage the self-help concept, simplify regulations, and involve the private business sector in the determination to achieve educational excellence. Student work programs meet these challenges in realistic, cost-effective ways while providing opportunities for students to develop productivity skills. NASEA's aim is to increase the number of programs available to students and improve their quality.

NASEA has developed and is implementing an action plan. This plan is to identify successful techniques of model programs nationwide, develop pilot programs, evaluate, and publish the results annually. Many institutions have volunteered to undertake pilot programs. However, recent funding cuts have severly hampered efforts to start new programs and strengthen existing ones. United efforts and financial support from business, government, and educational leaders are needed to fully develop the potential of this plan.

PURPOSE AND GOALS

NASEA's primary purpose since its inception in 1961 is to emphasize the educational value of student employment in the development of productive citizens and to recognize the positive economic advantages associated with student employment programs. The 700+ volunteer members of NASEA and the four regional associations serve as valuable resources to each other and to leaders in business, government, industry, labor, and community organizations. In addition, NASEA members serve as student employment advocates, responding to and testifying before Congressional committees and Department of Education officials with regard to proposed legislative and regulatory issues affecting student employment.

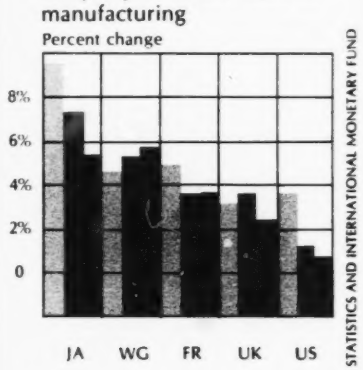
The expertise available through NASEA's membership spans all areas of secondary and postsecondary education, including teaching, counseling, financial aid, placement, management, and others with strong backgrounds in private business.

There are a number of proven programs with excellent information available, but due to lack of national recognition and funding, these programs have been some of the nation's "best kept secrets."

It is NASEA's goal to coordinate and expand a growing national network of resources as well as develop a mobile training library institutions could use as needed. The need for this approach has become evident throughout the years as requests increase for information on the exemplary programs already in place. It is virtually impossible for one office or institution to share their expertise with the many other institutions requesting assistance nationwide. NASEA wants to provide an informational network which would enable an institution to establish a quality program, using proven methods, tailored to the individual needs of the unique populations they serve.

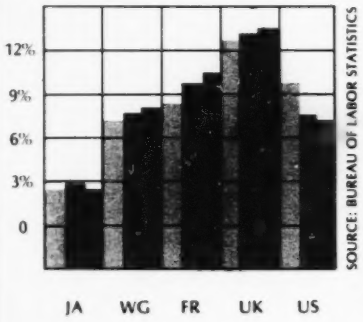
Employment programs require the full support of educators, administrators, legislators, and the business community. The end result will be educational excellence, effective career awareness, choice of jobs, and knowledgeable, productive workers. Then, truly, we will have "Education at Work" and ultimately a Nation at Work.

Productivity
Output per worker-hour in manufacturing



Japan Remains the World Productivity Leader.

Unemployment rates
Percent of total labor force
For OECD countries



LEGEND TO SHOW

JA — JAPAN
WG — WEST GERMANY
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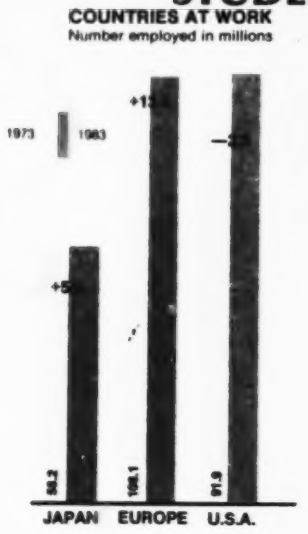
US — UNITED STATES

STUDENT EMPLOYMENT ISSUES AND CONCERNS



I applaud the National Association of Student Employment Administrators in its successful efforts to further the advancement of students. Continued support for work study programs should be a cornerstone in our drive to achieve academic excellence.

Acquire and apply knowledge.

The best motive is knowledge.

The major student employment issues of the mid 1980's are reauthorization of federal student aid programs and the promotion of employment as an experiential learning opportunity. NASEA has a vital concern about both issues.

Reauthorization affects the federal government's largest student employment efforts; College Work-Study and Job Location and Develoment Programs. College Work-Study helps "needy" college students find and hold part-time jobs. The Job Location and Development Programs seeks to increase the job opportunities for all students regardless of financial or experiential need.

There are at least four major types of student employment programs: College-Work Study, Job Location and Development, Cooperative Education, and Internship. Each program is unique and designed to meet the particular needs of a student.

Student employment programs are available to all students. However, depending upon the student, some programs are more appropriate than others. The primary purpose of the various programs is universal; to provide inexperienced students opportunities to learn fundamental work skills, explore employment options on and off-campus, examine a variety of work situations, and eventually to fully develop career choices through structured internships and co-op programs. This developmental process produces more well-rounded graduates with the flexibility necessary to deal effectively with our changing world.

Historically, these programs have not been over-regulated, allowing institutions the flexibility to adapt to fluctuating internal and external conditions. NASEA is concerned about the current re-authorization proposal that could stifle the key elements necessary to the successful interaction of these programs.

NASEA wants to insure that each program is recognized and funded appropriately to allow the flexibility to offer work opportunities to all students to meet both financial and experiential needs.

A further issue is that of promoting student employment as an experiential opportunity for students to explore careers, test classroom learning, and develop life-long skills. Two concepts which serve this goal are those of the Internship and Cooperative Education Programs. Through federal, state, and institutional programs, NASEA seeks to promote their development within the Higher Education process.

Many colleges and universities have the various components of the above mentioned programs, however many students either drop out or graduate without a full awareness and accomplishment of the desired developmental process. NASEA's concerns for improving the availability and quality of financial aid and experiential programs are paramount and emphasize the need for coordinating all potential resources.

Bob Cunningham
Legislative Chairman

MAKING YOUR VOICE HEARD IN WASHINGTON

Reauthorization of the Higher Education Act of 1965 is in the process of review by both houses of Congress. The Senate subcommittee on Education, Arts and Humanities has invited NASEA to provide written testimony on Title IV programs, which include, College Work Study, Job Location and Development of Title IV and Co-operative Education (Title IX).

Reauthorization will not come up again for five years, so now is the opportunity to encourage appropriate funding.

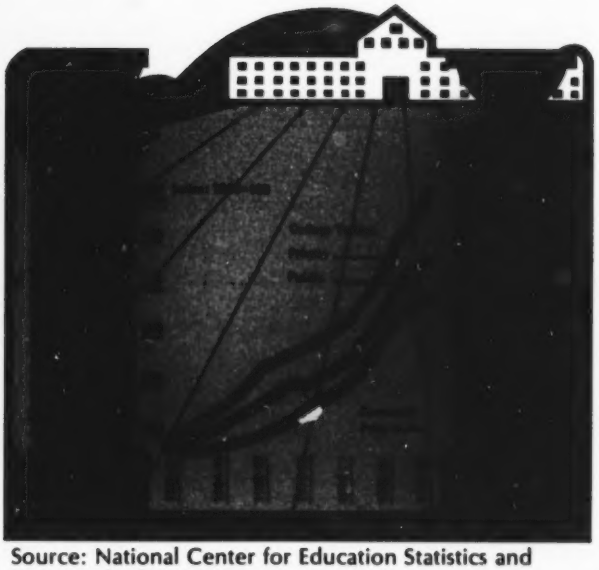
NASEA's brochure, "Making Your Voice Heard in Washington", explains how to effectively communicate with your elected officials. It describes how Congress functions, including the process by which legislation becomes law. It also offers tips on writing effective letters and other ways to get in touch with your Congressman.

SOURCE: Making Your Voice Heard In Washington, by Bob Cunningham, Princeton University, Box 591, Princeton, NJ 08544.

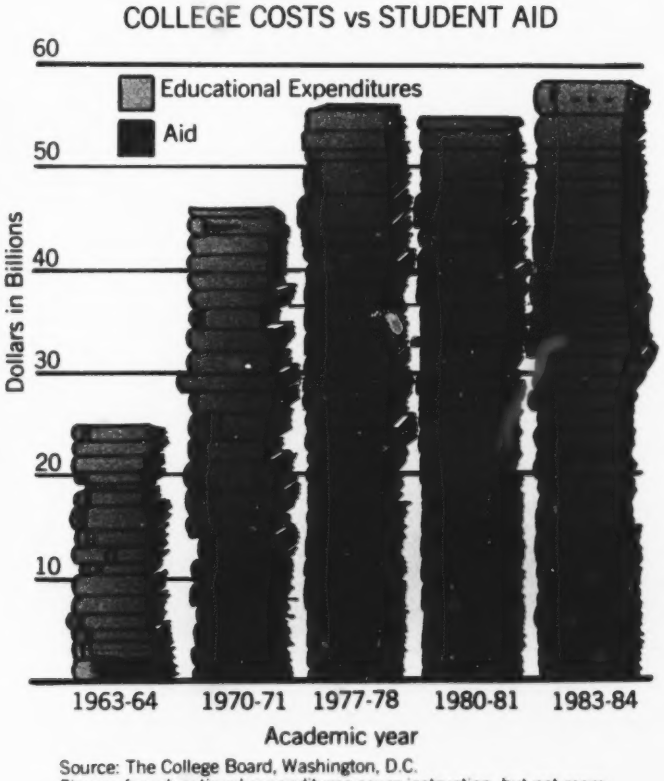
OTHER RESOURCE

Reauthorization of the Higher Education Act: Program Description, Issues and Options, Congressional Research Service, Washington, D.C. U.S. Library of Congress, Committee Print S. PRT. 99-8, February, 1985.

THE COST OF EDUCATION



Source: National Center for Education Statistics and Bureau of Labor Statistics.

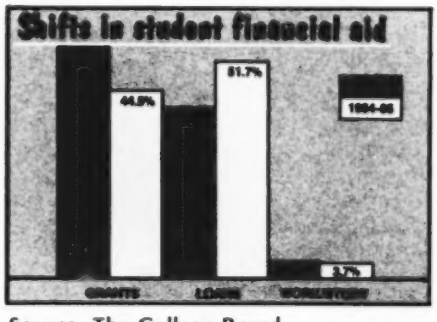


Source: The College Board, Washington, D.C.
Figures for educational expenditures cover instruction, but not room and board.

Education Costs in the past few years has risen at more than twice the inflation rate. Only 25 percent of all college students don't rely on any kind of financial aid to attend college, says a new National Center of Educational Statistics report. Many students now leave the campus heavily in debt only to face poor employment prospects.

"Concern for the costs of higher education is growing among the American public. The Chronicle reported recently the finding of a public opinion poll in which four of every five people who participated said the cost of attending a college or university was climbing so fast that it would be out of reach for the average person within the foreseeable future."

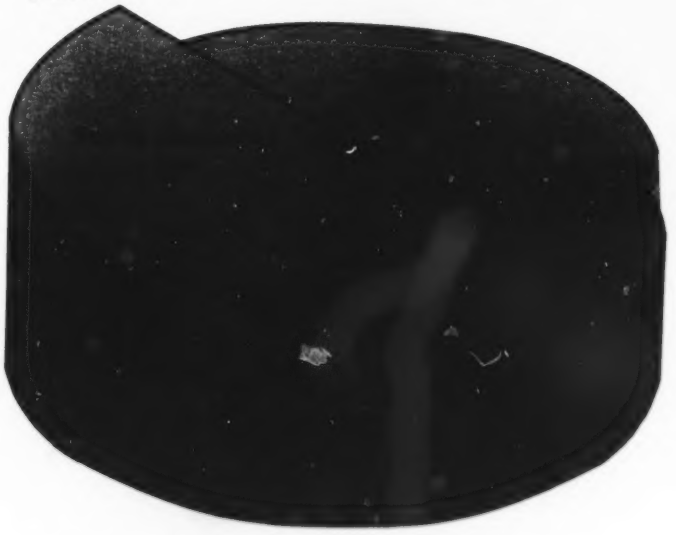
RESOURCE: Donald N. Dedmon, *Scrutinizing Education in the United States,: Up Next, Higher Education,* Delivered at the Faculty Convocation, Radford University, Radford, Virginia, August 31, 1984.



Source: The College Board

How Students Pay for College

Grants covered more than a third of college costs during 1982-83, but students also relied heavily on family resources to finance college. The number and amount of student loans has declined steadily over the past several years.



Source: American Council on Education

"Sometimes the first Duty of intelligent men is the restatement of the obvious."
George Orwell

Stacye Brown, Business Management/Marketing Sophomore at The University of Texas at Arlington, Payroll clerk with SEDCO/Forex, Dallas, Texas.

"In Dallas, IBM hires college students for part-time or supplemental assignments. These assignments typically are related to their studies in such fields as business administration, marketing, and computer science. IBM has a long standing practice of offering college students the opportunity to apply their academic skills in the business environment. The student benefits by gaining practical work experience that could be an asset when competing for jobs after graduation". Rob Talley, Manager, Central Employment, IBM, Dallas/Fort Worth.

"The Student Employment programs offer great advantages to all involved. I've found that working in a professional environment not only gives financial security, but also security in one's self. After becoming a successful employee for two years with one company during high school, I feel a deep sense of achievement. I'm paying my way through college, and at the same time, becoming a productive member in society. My employer encourages me to stay in school and stresses its priority. I actually have the best of two worlds; a challenging educational career and a motivating existence in the real world of work."

At a recent Awards Dinner Daniel got to meet and talk with Mr. T. Boone Pickens, Jr.

"The joint efforts of Business, Education, and Government in promoting part-time student employment is vital in maximizing opportunity within our system of higher education It makes the impossible possible for many students in terms of financing a college education. furthermore, it is productive for the employer and provides a maturing, work-ethic experience for the student."

President W.H. Nedderman, The University of Texas at Arlington.

"Student Employment is exceedingly important for all of the reasons that you cite, and I appreciate very much your efforts on behalf of all of us."

William G. Bowen, President, Princeton University

"I am very pleased that the National Association of Student Employment Administrators is working to make employment of students more productive — you certainly have Stanford's support!"

Donald Kennedy, President, Stanford University

The American University will provide an undergraduate curriculum stressing direct professional experience — a pedagogy at all levels that fuses education and work."

Richard Berendzen, President of the American University.

Daniel Robbins, an accounting major at the University of Texas at Arlington, believes that Education and Future are synonymous. While attending Montgomery College in Maryland, Daniel got caught up in the social scene, but soon realized that he had to make a decision about his future career. He started working as a foreman in a paper company 6 days a week, 12 hours a day without any hope for advancement. When Daniel began college for the second time, he had a different outlook on life. The first question he asked himself was, "What does this campus offer me that is going to really help me?" He found out about the SES, reviewed the job board, saw a position that was appealing, applied and started working for another paper company — this time, a company that paid him good wages, gave him satisfactory working hours, and also one that used his skills and talents to his full capacity. "Aside from my accounting classes, the Student Employment Service is the best service on campus". Because of his prior contact with the SES, Daniel was confident that he could find another job more closely related to his accounting major and reapplied and obtained an excellent Cooperative Education position with General Dynamics in Fort Worth.

RESEARCH SUMMARIES

The following are summaries of significant research impacting student employment from the College Board. A recent independent study conducted by the College Board, confirms NASEA's research for this report. Both studies conclude that:

1. As college costs increase and more students seek financial help than ever before, concerns about over-reliance on loans prompt a new interest in student work programs. Given the heavy burden of loans and limits to grant aid expansion, there appears to be a need and potential for expansion of student employment opportunities (numbers of jobs and wage levels). It is essential to balance the various components of Financial Aid Packaging.
2. The majority of higher education students have to work, but for those with financial need, organized work programs provide only enough wages to meet a small portion of their college costs.
3. Federal College Work-Study program appropriations are less than half of actual demand, but prospects are dim for substantially increased funding or innovative revision during the upcoming Higher Education Act reauthorization.
4. State support for work-study programs has mushroomed in the last five years. In addition, some state programs include some creative features as private sector employer participation and emphasis on jobs directly related to students' academic studies.
5. Many colleges and universities employ students to help run the institution, but a number of schools have found new ways to expand job opportunities to help students work and learn at the same time. Growing student awareness of the value of student employment and realistic preparation for careers, is increasing the demand for institutions to provide these programs.
6. Improved mechanisms for exchange of innovative programs are needed so that more schools may try ideas other colleges have already found effective.

RESOURCE: "Working Your Way Through College: A New Look On An Old Idea", by Pam Christoffel, Contact: Lawrence E. Gladieux, College Board, 1717 Massachussettes Ave. NW, Suite 404, Washington, D.C., 20036, (202) 332-7134.

STUDENT EMPLOYMENT AND ACADEMIC ACHIEVEMENT

Research indicates that work continues to be a central activity of 40% of all full-time students, which supports the view that student aid has not replaced students' own efforts to finance their own education.

A research study at the University of Montana found that work-study students:

1) have a higher grade point average than the total University population.
2) earn more credits than those earned by the non-work-study students of the entire University system.
3) had significantly higher G.P.A.'s when they worked than when they did not work.

Results of several student questionnaires by Western Washington, The University of Texas at Arlington and The University of San Diego confirm that the majority of students need financial assistance and want opportunities for personal development, career exploration, and interaction with professionals.

Alexander Astin's extensive study of student persistence focused primarily on identifying ways to help students finish college. The results of Astin's study led him to conclude that "clearly, the student's chances of finishing college can be significantly influenced by the type and extent of employment — providing job opportunities for students is one sure way to enhance student persistence. "The absolute benefits can be substantial: from 10 to 15 percent decrease in dropout probabilities. These positive effects of employment are even more pronounced among black students."

STUDENT EMPLOYMENT AND COLLEGE RECRUITING

A survey of recruiters who visited Western Washington University in 1982 explored the attributes employers consider most attractive in applicants. Work experience related to the student's major field of study was deemed by far the most important attribute. The second was internship experience and the third was college activities. Grades were listed fourth, making it evident that characteristics a person usually gains in a job environment are more important to employers than high grades.

STUDENT EMPLOYMENT AND FINANCIAL AID

What has changed recently about higher education and how people pay for it?

- Nearly four million more students go to college now than did in 1970 (a total of 12.3 million students in 1984) (National Center for Education Statistics, 1984);
- College keeps getting more expensive. In fact, college costs increased more during 1980-83 than they did in the previous 16 years (College Board, 1984);
- More students apply for financial aid. In 1980, half of all high school seniors planning to attend college applied for aid (Carroll, 1983);
- Federal financial aid alone has increased from $190 million in 1963-64 to over $14 billion in 1984-85 (College Board, 1984);
- But the purchasing power of aid awarded in 1984-85 is almost 15 percent less than in 1980-81 (ibid).
- In 1983-84 about 4.2 million undergraduates received financial aid.
- At least 850,000 of these students received awards under the federal CWS program.
- Colleges and universities say they could find CWS jobs for as many as another million students, requesting a total of 1.3 billion in federal funds (more than double current appropriations).
- Students with financial need are now working, and demand for federal CWS funds far outstrips available dollars.
- On the average most undergraduate financial aid recipients meet only six percent of their college expenses from organized work-study programs (CWS, state, or institutional).

COLLEGE SPONSORED WORK PROGRAMS

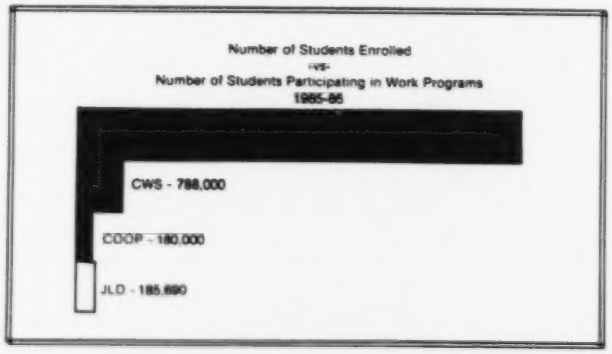
Student Pictured: Duane Osentoski, Bookkeeping/Payroll Intern, Senior, Accounting/Finance Major.

"I found that my employment on college work-study at Central Michigan University has helped me to communicate with people more effectively while giving me invaluable work experience. I enjoy working there very much. It's a great opportunity to learn."

Michael Crowley, Junior Management Informations Systems, Central Michigan University.

I'm very proud of Mike and past students we have had in similar positions. Our students are employed with companies such as Hughes Aircraft, General Motors, Texas Instruments, Kelloggs, Standard Oil, K-Mart, Dialog Systems, E.D.S., Sperry and other on-the-move companies."

Larry Dennis, Operations Manager, Computer Services CMU



COLLEGE WORK-STUDY

College Work-Study is awarded to students who have a significant financial need and meet the eligibility requirements. Students work in paid jobs on-campus or at non-profit agencies off-campus. A percentage of each student's salary is paid by the federal or state government and the remainder is paid by the employer.

College Work-Study is one of the six major student financial aid programs authorized under Title IV of the Higher Education Act. As a result of the benefits of the Federal College Work-Study program, numerous state work-study programs are gaining in popularity.

JOB LOCATION AND DEVELOPMENT

Job Location and Development is a program designed to encourage the development and expansion of off-campus employment opportunities for any student regardless of financial need. Jobs available through the JLD program offer excellent opportunities for students to explore various career fields beginning in their freshman year.

JLD is partially funded through the federal government's College Work-Study Program under Title IV of the Higher Education Act of 1965.

COOPERATIVE EDUCATION

Cooperative Education is a program which integrates classroom study with planned and supervised off-campus work experience.

In implementing Co-op work opportunities, schools and employers work together to develop an educational program which combines theoretical learning with practical work experience. Though closely regulated, the actual design and logistics of the programs may vary according to the philosophy of the school, the employer, and the needs of the students.

INTERNSHIPS

Internships are also designed to give students the opportunity to work in pre-professional positions while still in school. Internships are similar in concept to Cooperative Education Programs, but there are differences.

(More specific details on Cooperative Education and Internships are outlined in the Experiential Education section of this report.)

College Work-Study

1985-86

Appropriation	$592,500,000
Participating Institutions	3,600
Participating Students	788,000 (estimated)
Total 85-86 earning	$693,000,000 (estimated)

Source: Dallas Martin, National Association of Student Financial Aid Administrators, 1776 Massachusetts Ave., N.W. Suite 100 Washington, D.C. 20036 (202) 785-0453

JOB LOCATION AND DEVELOPMENT

1977-78	
Programs	144
Participate Students	13,681
Total 77-78 Estimated JLD Student earnings	$22,270,003
1983-84	
Programs	439
Federal and Institutional Expenditure From College Work-Study Funding	$9,889,905
Participant Students	185,690
Total Estimated Student Earnings	$313,637,519

Source: Paul Hill, Department of Education, Office of Post Secondary Education, Office of Student Financial Assistance, Division of Policy and Program Development, Campus and State Grants Branch, Analysis Section, Washington, D.C.

Cooperative Education

1984-85	
U.S. Programs	893
U.S. Participant Students	180,000
Total 1984 Co-Op Student Earnings	$1,134,000,000
1984 Federal Tax Paid by Co-op Students:	
FICA	$79,947,000
Income:	73,800,000
Total:	$153,747,000

Source: James Wilson, Cooperative Education Research Center, 360 Huntington Ave., Boston, Massachusetts 02115 (617-437-3780)

RESOURCES: Work Patterns of Full-Time College Students in 1974 and 1981, research sponsored by National Commission on Student Financial Assistance, Washington, D.C., published May 5, 1983.

Evaluative Report of the Work-Study Program for the 1974-75 Academic Year, by Rosalyn Oreskovich, University of Montana, September 26, 1975.

Preventing Students from Dropping Out, by Alexander Astin, San Francisco: Jossey-Bass, 1975.

What Recruiters Look for in College Graduates, by Leslie Nix, Selection Attributes: Western Washington University, Spring, 1982.

"Working Your Way Through College: A New Look at an Old Idea",(1985 forthcoming), by Pam Christoffel, Contact Lawrence E. Gladieux, The College Board, 1717 Massachussettes Avenue NW, Suite 404, Washington, D.C., 20036, (202) 332-7134.

Student Financial Aid: Making a Lifetime of Difference, contact Dallas Martin, NASFAA, 1776 Massachusetts Avenue, N.W. Suite 100, Washington, D.C. 20036 (202) 785-0453.

Financial Aid for Full-Time Undergraduates, by Charles J. Andersen, Washington, D.C.: American Council on Education, Higher Education Panel Report No. 60, April 1984.

"Post-High School Experiences and College Attrition." by Kristine L. Anderson, *Sociology of Education*, 1981, 54: 1, pp. 1-6.

The American Freshman: National Norms for Fall, 1984, by Alexander W. Astin, et al. Calif.: Cooperative Institutional Research Program, 1984.

Enrollments in the Eighties: Factors, Actors and Impacts, by Victor J. Baldridge; Frank R. Kemerer, Kenneth C. Green. AAHE-ERIC/Higher Education Research Report No. 3, 1982. Washington, D.C.; American Association for Higher Education, 1982.

"Student Attrition Research: Implications for Retention Strategies." by John J. Gardiner, and Ali Nazari-Robati, *NASPA Journal*, 20:3, 1983, pp. 25-33.

"Trends in Student Aid: 1963 to 1983," by Donald A. Gillespie, and Nancy Carlson, Washington, D.C.: The College Board Washington Office, 1983.

"The Issue of Equity in College Finance," reprinted from *The Crisis in Higher Education*, by Lawrence E. Gladieux, edited by Joseph Froomkin (New York): The Academy of Political Science, 1983)

Retention and Attrition: Evidence for Action and Research, by Oscar T. Lenning; Phillip E. Beal; and Ken Sauer, National Center for Higher Education Management Systems, 1980.

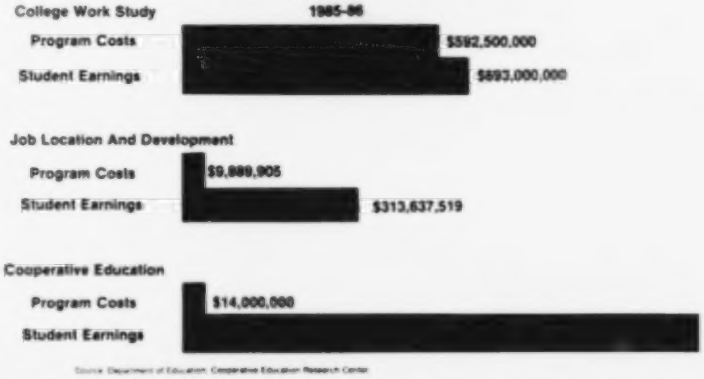
The Condition of Education: National Center for Education Statistics, 1983 Edition. Washington, D.C.: Government Printing Office, 1984.

"Survey of Student Aid Recipients," preliminary data published in *The Chronicle of Higher Education*, National Institute of Independent Colleges and Universities, et al., August 1, 1984.

"Report, Phase I." Task Force on Student Earnings, Washington, D.C.: National Student Aid Coalition Committee on Needs Assessment and Delivery, Jan. 1985.

Helping America Work: National Alliance of Business 1984 Annual Report, 1015 15th Street, N.W. Washington, D.C. 20005 (202) 457-0040.

RETURN ON INVESTMENTS



CWS Funding also helps partial funding of JLD and Coop programs.

Central Michigan University is a pioneer in the use of wood as a fuel. In fact, CMU is one of the few universities in the nation which will be using wood to heat and cool its buildings.

CMU's wood chip burner, will practically cut the school's fuel bills in half. Several students have actively participated in this exciting development. Brendan Keenan assisted with the drafting of plans for the wood chip plant and Jennifer's mural is on the wall in the office of the Wood Chip Plant.

"Working as a draftsperson has given me hands on experience in design."

Brenda Keenan, Senior, Industiral Technology Major, Central Michigan University.

"My experience with the JOB BANK has been extremely helpful. It has given me much needed experience and has helped relate my schooling to the business environment. Without this experience there would have been no way I could have handled my present job at Champion, Inc. I think Central's JOB BANK is an excellent organization, and I owe them alot".

Jack Frick, Champion, Inc.

INNOVATIVE TECHNIQUES OF SUCCESSFUL PROGRAMS

One of the significant factors contributing to the success of the student employment programs highlighted in this report is the flexibility each institution has to create, develop, and adapt its program to the specific needs and goals of the school, its students, and the business community.

Another factor contributing to the success of these programs is the availability and amount of funding. Data from a nationwide survey of more than 200 institutions indicated that those schools with the greatest commitment of resources had highly successful programs regardless of the local employment conditions. Most of the programs highlighted were in areas with high unemployment rates.

NASEA recognizes that there are numerous books, manuals and other resources on the market today to assist the employment professional with organizational and career management. NASEA also realizes that each practitioner has challenges unique to the individual populations served. This report highlights some strategies that have proven significant in the development of model student employment programs nationwide. The endorsed techniques that are briefly outlined here can be tailored to fit the individual needs of each program. NASEA resource persons are listed who may be contacted for details about their particular programs. Additional recommended resources are also listed in each section.

MANAGEMENT TECHNIQUES

There are many diverse management styles of student employment programs across the nation. This section offers some proven management techniques that are the results of creative employment administrators who, for the most part, labor under limited budgets and often without support staff. These professionals are a credit to higher education for their dedication and initiative.

Alternative Administrative Structures

The programs highlighted here span a number of administrative alternatives from; Financial Aid, Personnel, Placement, single entities, and consortium/cooperative agreements with other local participating institutions.

WESTERN WASHINGTON UNIVERSITY

Western Washington University has had a historical commitment to provide student work experience. With the intent to create an integrated and comprehensive program, a Task Force on Student Work Experience addressed concerns about coordination, communication, and duplication of effort among the various offices involved in work experience programs.

The work of the task force involved two major phases:

1. The task force first identified the components of an "ideal" student work program. Existing programs were then evaluated to determine which of these components were already in place and which were missing.
2. Various administrative structures were explored. The task force recognized that the advantage of a centralized program would be increased coordination and communication. A decentralized program, however, takes advantage of expertise in various offices and provides for maximum access for students, faculty, and community.

RECOMMENDATIONS

1) The current decentralized structure be maintained with some enhancements.
2) An Information Clearinghouse be established that would be in a centralized location where students could begin their search for work experience. The Student Employment Center is the most logical choice for this clearinghouse. The staff of the Student Employment Center would disseminate information concerning work opportunities and make referrals throughout the University and community.
3) A Student Work Experience Coordinating Board be established which would facilitate the coordination of all efforts to provide student work experience.
4) Subcommittees of the board be established to coordinate public relations, educational programming, special population needs and special events.

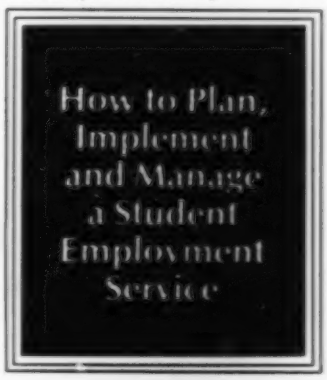
Recommendations were implemented in Fall of 1985.

SOURCE: "Report and Recommendations of the Student Affairs Task Force on Student Work Experience" by Dr. Joan Sherwood, Vice President of Student Affairs. Contact, Kathleen A. Sahlhoff, Western Washington University, Bellingham, Washington 98225, 206-676-3158.

THE UNIVERSITY OF TEXAS AT ARLINGTON

The University of Texas at Arlington has a JLD program that reports to the Financial Aid Office. It is housed separately in the University Center which provides ideal accessibility for the 25,000 student and 7,000 plus employer contacts each year. The "closed" board system outside of the office posts jobs according to specific categories and provides enough information for students to select a wide range of opportunities and initially prescreen themselves prior to discussing the job details with counselors. Located in the Dallas/Fort Worth metroplex, the service has listed more than 70,000 jobs since it began in 1977, currently averaging 3-4,000 jobs available each month. The staff consists of 1 full time professional, 1 support staff and an average of 12 part-time students who function as paraprofessionals. The service is currently automating its process and will be updating its popular Procedures Manual to reflect the changes. The service has developed a comprehensive one day management seminar to help other schools design or expand Student Employment, Work-Study, Job Location and Development, Cooperative Education, and Internship programs complete with workbooks, manuals, sample forms, and brochures.

SOURCE: "How to Plan, Implement, and Manage a Student Employment Service" by Barbara Lutz, The University of Texas at Arlington, UTA, Box 19619, Arlington, Texas 76019 (817-273-2895)



THE COLLEGE OF WOOSTER

The past seven years The College of Wooster has had a Student Employment Office (SEO) entirely staffed and run by students in paraprofessional counseling and decision-making capacities.

The organization of the Department of Personnel's student employment is structured with two distinct sections, an Employment group of two Student Employment Interviewers and a Payroll group staffed by several student employees, including a Payroll Supervisor, who processes the payroll. Both the Employment Interviewers and the Payroll supervisor report to a Student Employment Manager who coordinates their work and who in turn reports to the Director of Personnel.

The challenge of the SEO has been to keep everyone informed when the staff is made up of part-time personnel who are never all physically together at any time. Among some of the ways developed to respond to this challenge is maintaining an Office FYI File that contains notifications that need to be shared. Another way is scheduling a series of mandatory staff conferences where work is reviewed, problems are discussed, information is shared, ideas are generated and decisions are made.

Having students manage the SEO models a philosophy that contradicts the old view of students as envelope-stuffers on Work-Study. It brings to the administration of the Student Employment Program a perspective that is especially sensitive to student needs.

SOURCE: "Students Staffing and Managing the Student Employment Office — A Look at Wooster's Experience" by Shah Hasan, Department of Personnel, The College of Wooster, Ohio 44691, 216-263-2393 or 800-321-9885.

"Delta has had excellent results recruiting UTA students for our temporary reservation sales agents. The students available for our flexible and seasonal shifts, are also idealy suited to our employment needs. Students make excellent employees. They are highly motivated and customer service oriented."

Norman Oates, Personnel, Delta Airlines

CENTRALIZED EMPLOYMENT PROGRAMS

"As an artist, I have the opportunity to utilize my talents, but I'm doing so in a manner that I wasn't formerly accustomed to. I'm also learning new techniques and expanding my professional repertoire."

Jennifer Hershberger, Senior, Art Major, Central Michigan University.

Where ever you are, be there.

THE AMERICAN UNIVERSITY

The sequential career component, developed at The American University serves as a model by which a career dimension may be added to a traditional liberal arts curriculum. Students are encouraged to participate in a career course, self-assessment and jobs skills workshops as early as possible. These programs are followed by the option for every student to participate in an internship or Cooperative Education position.

The Career Center, which offers programs to accompany and enhance the students' academic studies, houses three divisions: career education, cooperative education, and placement. It is the intention of the sequential model that students take advantage of the services of these divisions as early as possible, and in the order designated. 1) Career development course, targeted for freshmen but appropriate for students through the sophomore year. The credit bearing course is taught by full-time university faculty members, who take the basic course framework and mold it to their particular academic discipline. 2) Participation in Career Center workshops on self-assessment, and interviewing techniques. 3) Skills tested as the student pursues field experience opportunities in the sophomore, junior, and senior years. The Career Center library includes resources on general career development, information regarding particular professional fields, and materials on specific employers with whom the center is working.

The Career Center programs also address the needs of the university community. Faculty members have been supportive of a developmental course to improve students' decision-making skills early on. They recognize student employment as an opportunity for students to understand the relevance of their academic program to the work setting, often resulting in more serious pursuit of studies. The sequential career component, as described, enhances the curriculum at the American University. Further, the fusing of liberal education with career application reflects an awareness of the world outside academia and may forecast a trend for other liberal arts institutions in the coming decades.

SOURCE: Patricia T. Van der Vorm, Executive Director of The Career Center, American University, 4400 Massachusetts Ave NW, Washington, D.C. 20016 (202-686-2067).

EASTERN WASHINGTON UNIVERSITY

The Student Employment Office at Eastern Washington University centralized all its employment functions to include state and federal work-study placement both on and off-campus, part-time employment both on and off-campus, and seasonal employment. The advantage of a centralized program is that both employers and students have one place to contact, which increases the overall efficiency of the operation.

Job development for these programs involves a heavy media campaign. The Office has 60 bus signs for 90 days and 5 billboards for 30 days each year, donated as a public service by the transit system and an advertising company. Student Employment pays for the artwork only. A group of RTV students produced two television spots as public service announcements. Local stations ran the spots for four months each. For EWU, the results have been an increase in job listings, student traffic and higher visibility within the local community.

ADDITIONAL FACTS:

Type of Institution .....4 year public
Total Student Population..... 8,000
Local Employment
Environment .....Suburban
Estimated Number of Students
Hired ..... 2900 on, 300 off-campus
Estimated Student Earnings... $2,777,979.55

SOURCE: Gloria Grant, Student Employment Manager, Eastern Washington University, Cheney, WA 99004.

AUGUSTA COLLEGE

At Augusta College 70 percent of the college's students work either full or part-time while pursuing degrees. The student employment options operating on campus include Job Location and Development, Cooperative Education, Career Placement, College Work-Study, Internships, and the Student Assistant Program. The JLD program is in its seventh year of operation and has been a vital force in bringing area employers and students together.

SOURCE: Rita G. Rutshon, Placement/Cooperative Education, Sandi Lanford, Job Location and Development, Augusta College, 2500 Walton Way, Augusta, Georgia 30910, 404-737-1604.

ADDITIONAL FACTS:

Type of Institution .....4 year public
Student population..... 4,000
State unemployment rate 6.3
Local employment environment .... Urban
Estimated number of
students hired 661
Estimated student earnings..... $1,043,095

CENTRAL MICHIGAN UNIVERSITY

Central Michigan University in Mt. Pleasant, has a centralized Student Employment Office that was formed in July, 1971 with responsibility being placed under Financial Aid. Today the Student Employment Office refers and places 4,000 students a year on campus and approximately 700 off-campus through Job Location and Development.

The off-campus employment area consists of the CMU JOB BANK and the summer college work study program. The CMU JOB BANK is a free referral agency for students and employers under the federal JLD program. Additionally, a temporary job service called the ANTS (Any Needed Temporary Service) whose idea was born at Berea College, functions with about 80 ANTS, who perform temporary services. The students are also given assistance in job-seeking skills such as writing resumes, cover letters and interview skills.

The summer off-campus college work study program supports about 25 students working in career-related jobs in non-profit organizations throughout the state. Central Michigan University holds with the philosophy that work experience is a vital and significant factor in preparing students for the future. The university's commitment to educating students is advanced through student employment.

ADDITIONAL FACTS:

Type of Institution	4 year public
Total Student Pouplation	15,922
State Unemployment Rate	11.2
Local Employment Environment	Rural
Estimated number of Students hired	4,700
Estimated student earnings	$3,500,000

SOURCE: Joy L. Doremire, Central Michigan University, University Center, Mount Pleasant, Michigan 48859, 517-774-3746.

"At first I wasn't sure that I wanted to take the extra time to co-op, but I'm glad I did. The professional experience in my major field of study is invaluable," Pam Boulineau, Senior, Computer Science Major (Co-op, E.I. Dupont).

"The Augusta College Placement Office provides a very definite service to the students and to local employers. A simple telephone call to the office with a description of your opportunities and the information is made available to interested students. It has been an exceptionally rewarding service for our local Sears store."

Barbara N. Williams
Personnel
Sears Roebuck & Co.
Augusta, GA

NEW MEXICO STATE UNIVERSITY

Located in Las Cruces, a city of 65,000, the university has one of the largest area campuses in the world. The University offers students employment opportunities through various graduate programs, state and federal college work study, part-time student employment, cooperative education, internships, and JLD program.

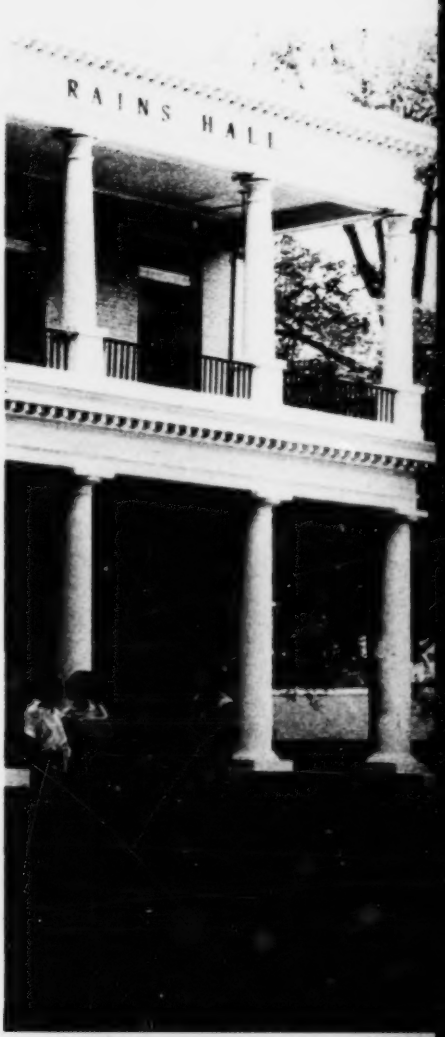
Approximately 3,000 students work for the university itself, with the majority being placed through the Student Employment Service (SES). In addition to offering on-and-off campus part-time employment, the SES coordinates summer and seasonal jobs and internships with the government agencies and business/ industry.

In order to insure that students are successful in their job assignments, the SES offers pre-employment orientations as well as workshops on topics dealing with career planning and job success. Career advisors are available to assist students at any time.

SOURCE: Pedro Mercado, New Mexico State University, P.O. Box 3509, Las Cruces, New Mexico 88003 (505) 646-1631.

ADDITIONAL FACTS:

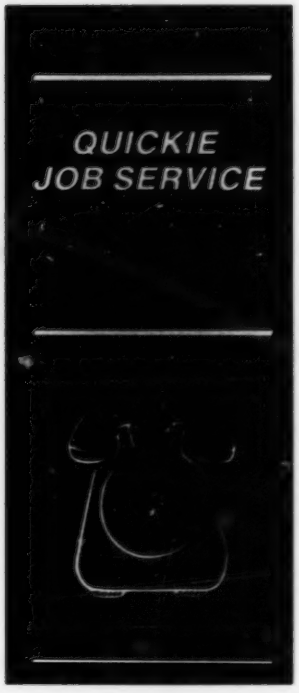
Type of Institution	4 year public
Total student population	12,926
State unemployment rate	7.8
Local employment rate	7.6
Estimated number of students hired	4,000
Estimated earnings	$15,158,000

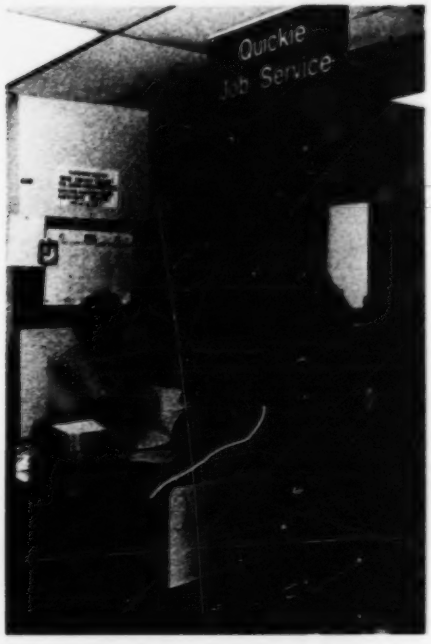


Augusta College

New Mexico State

SUCCESSFUL TECHNIQUES





BOSTON UNIVERSITY

The Quickie Job Service at Boston University was initiated in the fall of 1981 in response to a need often expressed by students for temporary, one-time jobs. The service has proven valuable to students with academic schedules that do not permit three hour blocks of time several days each week for a long-term work commitment, and to students regularly employed who need quick cash to pay an unexpected bill.

The system is simple and uncluttered. They are now dealing with an average of 15-20 job listings each working day and 30-40 students coming to the office to discuss job possibilities, one-on-one. Quickie orientation sessions are becoming larger than they would like.

Daily and monthly records are kept on the activity of the Quickie Job Service. By the end of the current fiscal year (June 30, 1985), they expect to have registered about 1,500 students who will earn about $150,000 during a 12 month period.

SOURCE: "The Quickie Job Service". Ann McCormick, Boston University, 881 Commonwealth Avenue, Boston, Massachusetts 02215, 617-353-2896.

FURMAN UNIVERSITY

Furman University's Job Development Office has formed a Student Advisory Committee.

The committees goals are:

1. To evaluate the Job Development program and provide student feedback and creative input to the Director.
2. To coordinate many of the details of the Job Development Summer Job Program (JDSJP) and perform many of the functions that are required.
3. To act as a student liaison between the Job Development Office and the job contacts (Employers).
4. To meet with the Job Development Director to evaluate the program and participate in creative planning.
5. To become proficient at resume writing, teaching resume writing, and to conduct several resume writing workshops.
6. To develop a Summer Job Contact Newsletter.
7. To develop a Summer Job Fair which may tie in with the Graduate and Professional School Fair of the Career Planning and Placement Office.
8. The visitation of Job Contacts by students on the committee for public relations purposes.

SOURCE: Michele A. Wilcher, Furman University, Greenville, South Carolina 29613, 803-294-3074.

THE STATE UNIVERSITY OF NEW YORK AT BROCKPORT

The Student employment program is part of a comprehensive office in Career Development and Placement which offers both employers and students a "one-stop, full-service" center. Career Development services include individual and group career counseling, credit coursework in career self-development, an extensive reference library of career-related materials, graduate and alumni placement services, a full complement of workshops, a computerized career guidance system, a permanent on-campus representative from the State Job Service, Cooperative Education, Job Location and Development, a variety of offerings in paid and unpaid, credit and non-credit internships and field experiences, a resource network of alumni employed in various professions, and outplacement and training services to local employers.

SOURCE: Rick Kincaid, Student Employment, SUNY College at Brockport, Brockport, New York 14420, 716-395-2468.

THE UNIVERSITY OF MINNESOTA-TWIN CITIES

The Student Employment Center handles the Student Emergency Service, JLD, CWS, and Urban Corps, both on and off campus. The office offers full personnel services to University employers including compensation, classification, employment, labor relations and human resources development. The University employs over 17,000 students a year — about 30-35% of the total workforce. The administration budget of its SES is more than $320,000 and the students estimated annual earnings are nearly $70 million.

SOURCE: Susan Treinen, University of Minnesota, 120 Fraser Hall, 106 Pleasant Street SE, Minneapolis, MN 55455, 612-373-4484.

NASEA RESOURCES:

Deborah Avery, Job Location & Development, University of Southern Main, 96 Talmouth Street, Portland, Maine 04103.

Fullmer Barlow, JLD, TSSC 204, University of Nevada, Reno, NV 89557, 702-784-4666.

Martin Benvenuti, Financial Aid, Brown University, 172-Meeting Street, Box 1835, Providence, Rhode Island 02912, 401-863-2156.

Ruth Doucette, Career Planning & Placement, University of Maine at Orono, Wingate Hall, Orono, Maine 04469, 207-581-1343.

Kelley Martino, Job Location and Development, Windward Community College, 45-720 Keaahala Road, Kaneohe, Hawaii 96744 808-235-0007

Jackie Smith, UT Austin, 2608 Whitits, Rm 135, Austin, TX 78712, 512-471-4001.

OTHER RESOURCES:

The Change Masters: Innovation For Productivity in the American Corporations, by Rosabeth Moss Kanter, Simon and Schuster.

The M-form Society: How American Teamwork Can Recapture the Competitive Edge, by William Ouchi, Addison-Wesley.

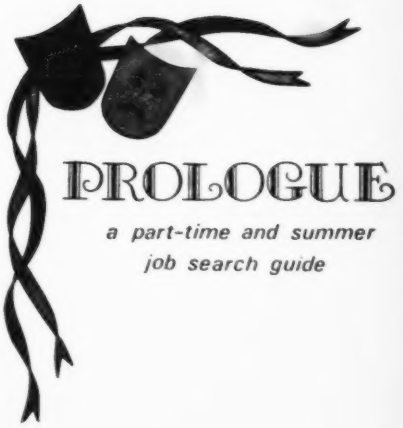
Working Smarter: The Quest for Business Excellence, by the editors of Fortune, Penquin Books.

The New Managerial Grid, by R. Blake, & J. Moulton, San Diego, CA: Learning Resources Corp.

The Art of Helping by R. Carkhuff, Amert, Massachussetts: Human Resource Development Press.

Improving work groups: A Practical Manual for Team Building, by D. Francis & D. Young, San Diego, CA.: University Associates.

The 1983 Annual for Facilitators Trainers and Consultants, by L. Goodstein, & W. Pfeiffer, (Eds.), San Diego, CA: University Associates.



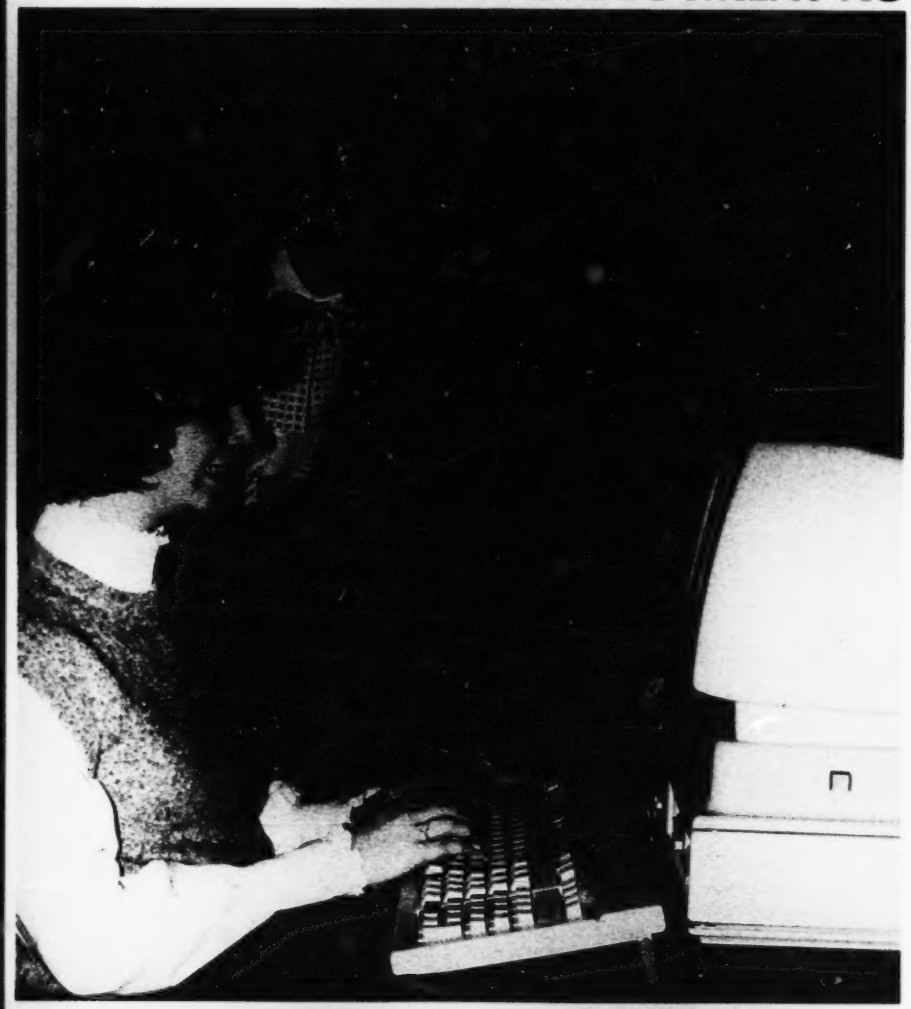
FURMAN UNIVERSITY

In all things success depends upon previous preparation, and without such preparation there is sure to be failure — Confusius.

Joining Together Group Theory and Group Skills, by D. Johnson & D. Johnson, Englewood Cliffs, NJ: Prentice-Hall.

The 1984 Annual: Developing Human Resources, by J. Pfeiffer & J. Goodstein San Diego, CA: University Associates.

STUDENT EMPLOYMENT AUTOMATION



IOWA STATE COMPUTERIZED JOB NOTICE CENTER

Iowa State University has a computerized program known as the Job Notice Center (JNC). This Multi-faceted program runs on a Hewlitt-Packard 150 micro-computer and can effectively produce the marketing and record-keeping necessary for a student employment unit that aggressively recruits jobs and placements.

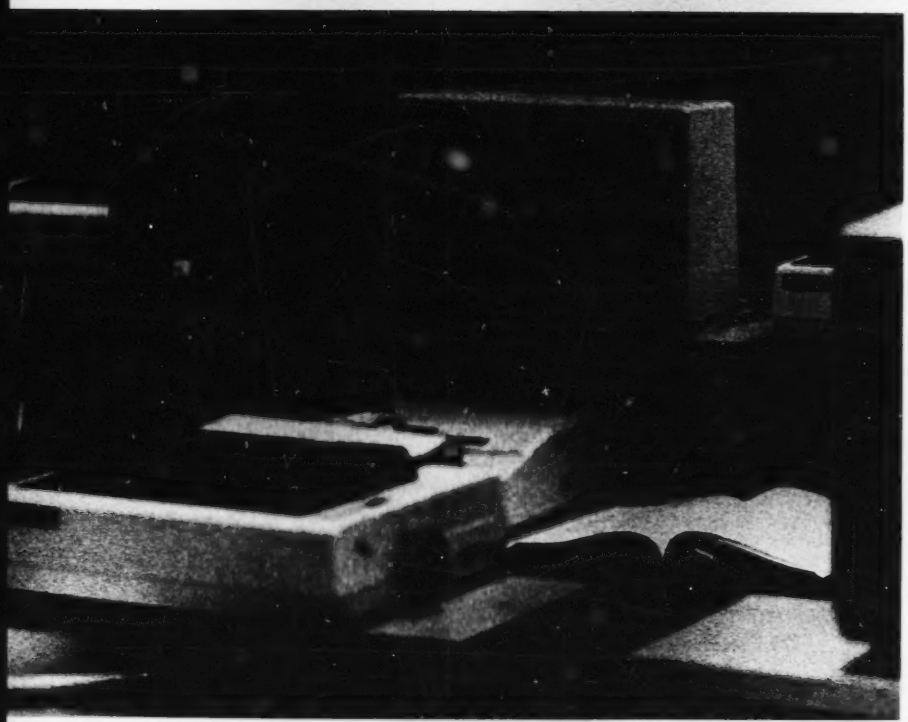
The JNC program has been divided into three areas to reflect the major employment divisions: College Work Study; Non Work-Study; and Job Location and Development. Each area offers a "Help Screen" with five options:

1. List a job
2. Change a current listing
3. Record job filled information
4. Print reports for blind posting and for student referrals
5. Exit

Because of the Help Screen very little work knowledge of the HP micro-computer is required. Currently four College Work-Study students are operating the programs to list jobs, record information and print the referrals.

The Job Notice Center is also responsible for a variety of reports and bookkeeping. Accounts are balanced monthly, statistics are compiled about student employees working through the College Work-Study, Non Work-Study, and/or the Job Location and Development divisions, and data is automatically recorded and available for the JLD portion of the Fiscal Application.

SOURCES: Linda Brown-Jacobsen or Mary Jo Banwart, Financial Aid and Student Employment Office, 12 Beardshear Hall, Iowa State University, Ames, Iowa 50011.



CLEVELAND STATE'S COMPUTERIZED RESUME SYSTEM

This system is one of only a few in the country. CSU students will be able to enter resume data into an on-line system from resumes which they themselves have prepared. Through a series of ten screens, students will build their resume. There are specific guidelines that students will have to follow, but they will have "carte-blanch" as far as contents of their resumes are concerned.

The information on the 10 screens is combined to form a completed resume. A high quality laser printer will print the finished resumes on bond paper and will be used for on-campus recruiting purposes.

SOURCE: Richard A. Boger, Cleveland State University, Career Services Center, 1983 E. 24th St., Rm EB217D, Cleveland, OH 44115, 216-687-2240.

THE UNIVERSITY OF TEXAS AT ARLINGTON

The University of Texas at Arlington is being automated by a Wang Office Information System (OIS) family of products.

The strongest application for Student Employment Services is provided by Wang's List Processing/Database Management Software. What makes this package so unique is the unlimited fields that can be contained on each student and employer's completed record. For example, data and information for each student can be as detailed as required. Likewise, employer input can be taken over the telephone and stored quickly. From this information, the system can search through student records and find the students whose qualifications meet the requirements of the employers. All of this can be performed within minutes! Also, productivity can be increased because this information can be merged into other forms, eliminating the need to duplicate names and addresses several times. Typing errors and redundant work are reduced. Record keeping and reports are easily accessable.

Wang has designed each system for growth and expandability, so as the office grows, the university can add to the present system rather than purchase a new system.

SOURCE: Chellie Stevens, O/E InTech, 545 E. John Carpenter Frwy., Irving, TX 75062, 214-869-0053.

DALLAS COUNTY COMMUNITY COLLEGES

The Dallas County Community Colleges have an excellent computerized network linking their seven campuses called "CAPERS".

RESOURCE: Mary Darin, Director of Counseling and Placement, Richland College, 1200 800 Abrams Road, Dallas, TX 75243, 214-238-6188.

OTHER NASEA RESOURCES:

Christine Baker, North Texas State University, NT Box 5356, Denton, Texas 76203, 817-565-2621.

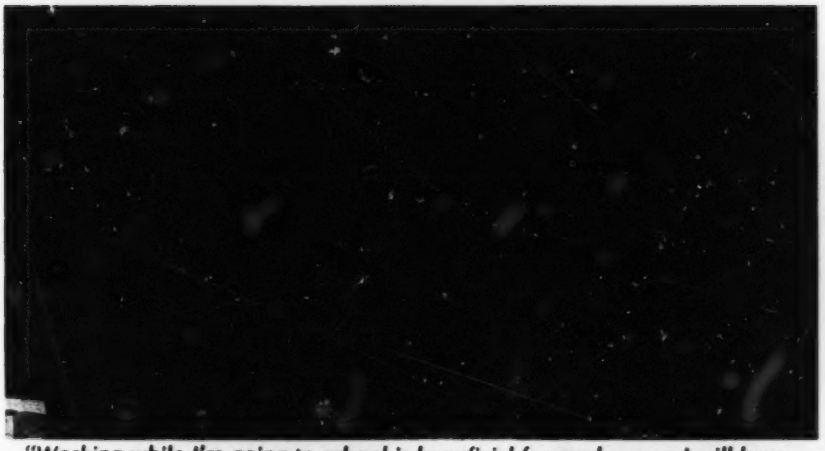
Martin Benvenuti, Brown University, 172-Metting Street, Box 1835, Providence, Rhode Island 02912, 401-863-2156.

Chuck Blanton, Appalachian State University, I.G. Greer Hall, Boone, North Carolina 28608, 704-262-4099.

Louis Burgos, Northeastern, 5500 N. St. Louis Ave., Chicago, IL 60625, 312-583-0239, X418.

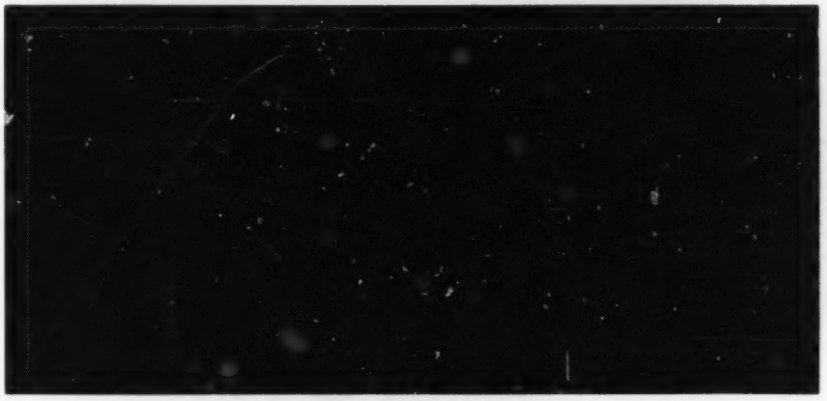
Linda Watson, Boston College, 140 Commonwealth Ave., Chestnut Hill, Massachusetts 12167, 617-552-3320.

Michele Wilcher, Furman University, Greenville, South Carolina 29613, 803-294-3074.



"Working while I'm going to school is beneficial for me because I will have some work experience when I graduate. These general office skills will help me in the future no matter what I do.

Holly Melendez, Biology Major, Employment: Payroll Clerk, Brigham Young University.



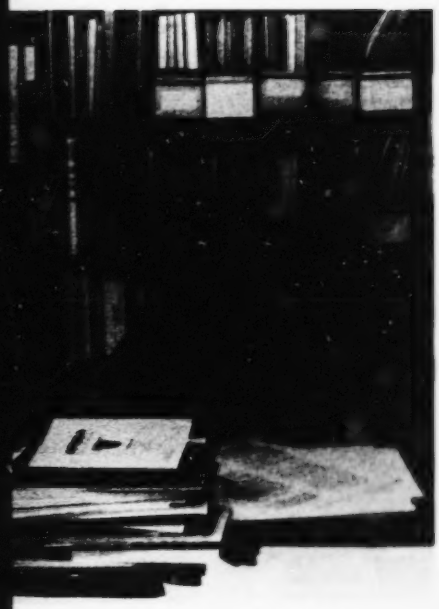
"Since I started working on campus I have become more motivated. My studies have improved and my grades have gone up. Also, this is the best place on campus for me to work because I have an interest in art and the experience in business retail will be useful to me later.

Bruce MacMaster, Business Management, Employment: Bookstore in Art Supplies, Brigham Young University.

"Working on campus helps me make it through school financially. This particular job is good for me because it helps me to relax from my class work. It takes the place of the hobby I don't have time for and I'm learning an interesting skill."

Scott Lee, Computer Science, Employment: Library Photo Archives Tech., Brigham Young University.

ALTERNATIVE FUNDING



Virginia Vanderlinde of Texas Christian University at HUMAN RIGHTS INTERNET, WASHINGTON, D.C.

It's not the hour you put in, it's what you put in the hour.

Today, as budgets are being cut but demand for services are at an all time high, colleges and universities are looking to alternative types of funding in order to maintain the quality of services they provide to their students. There are a number of ways to fund a Student Employment Service and ways students can supplement their college expenses. The ideas in this section show creativity, initiative, and perserverance in obtaining money, equipment and services.

Many government agencies, nonprofit charitable, educational institutions and even individuals turn to philanthropic foundations for support. Books, journals, and magazine articles have been written on how to obtain funding. A few hours research at the library and contacting the Foundation Center should net enough information to get started.

Thousands of foundations exist around the country which are funded by families, corporations or special interests. Area corporations and state organizations are more likely to be interested in helping local programs. Suggested steps to get started include:

1. Develop a target list of local organizations. Identify those that not only have money but can get something out of your project such as public approval and progress toward its own goals. Use standard reference sources such as the grants Register, Annual Register of Grant Support. Grant Data Quarterly, Catalog of HEW Assistance, and Sources of Information on Funds for Education. Ask your librarian for additional sources of information. The Fund for the Improvement of Postsecondary Education and the Grantsmanship Center Training Program offer excellent assistance. Also be sure to coordinate with your Development Office on your campus.
2. Write the grant proposal, requesting money for a specific project. Keep it concise (5-10 pages), describing your organization and its purpose, explaining why your project is needed; what problem(s) it will address and give an overview of how the project will work. Be sure to include a detailed budget.

NASEA is actively working to obtain grant funding through the Grantsmanship/Development Committee, collectively the membership can develop funds to assist pilot programs and hopefully expand them into model programs.

OTHER RESOURCES: The Foundation Center, 79 5th Ave., Nw York 10003, 212-620-4230, The Grantsmanship Center Training Program 800-421-9512.

The Governor's Commission on the Future of Higher Education in Michigan, "Putting Our Minds Together: New Directions for Michigan Higher Education, Final Report," Lansing, Michigan, December, 1984.

CLEVELAND STATE UNIVERSITY

Cleveland State University has been using alternative funding since 1975. It has been the only way they have been able to provide all the high quality programs they have for their students. They have had an excellent track record of proposals being accepted and funded over the years. Since 1975 they have received more than $300,000 in grants.

Some of the different types of grants that have been funded are: Technical Fields Minority Opportunity Program (TFMOP) I & II, B.F. Goodrich Early Identification Program, Extending Cooperative Education to the Handicapped, Various Supplemental Funding for Cooperative Education Fenn Foundation.

SOURCE: Rick Boger, Career Services Center, Cleveland State University, 2344 Euclid Building, Cleveland, Ohio 44115, 216-687-2240.

CORNELL UNIVERSITY

The Cornell Tradition, funded through a $7 million grant from anonymous donors — friends and alumni, offers several programs to students who "demonstrate commitment and motivation to contribute to the cost of their education through employment, unusual enterprise and the pursuit of achievement of excellence in work and scholarship." This strong emphasis and commitment toward work distinguishes Cornell.

SOURCE: Dennis Chavez or Susan Murphy, Cornell University, 203 Day Hall, Ithaca, NY 14853, 607-256-3497.

THE STATE UNIVERSITY OF NEW YORK AT BROCKPORT

At Brockport, an extra hand helps out in the form of a permanent representative of the State Employment Service who is stationed in their office and can screen students and issue tax credit vouchers as well as referrals from Placement.

SOURCE: Rick Kincaid, SUNY College at Brockport, Brockport, New York 14420 716-395-2468.

FURMAN UNIVERSITY

Recently, Furman received a large grant from the Dana Foundation which has added energy to their Summer Job Program. The grant has added $200,000 to Furman's efforts to provide career-related work experiences for its students. Furman will match the grant money two-for-one. There are four aspects to the program: 1) Summer Research Fellowships, 2) Academic Year Teaching Assistantships, 3) Internships, and 4) Summer Traineeships. The summer traineeships are actually career-related summer jobs. The money from Dana goes toward the administrative cost of developing these positions with primary emphasis given to recruiting alumni-sponsored, career-related summer jobs. Plans include a presentation to their Alumni Board by the Job Development Advisory Council and a telephone campaign from the Alumni Board to other influential alumni.

The Dana Foundation also recently awarded grants to nine other private colleges. The emphasis is to "link students' jobs to the quality of the education" intended to increase available aid funds while enhancing the educational value of part-time and summer work.

SOURCE: Michele Wilcher, Job Development, Furman University, Greenville, South Carolina 29613, 803-294-3074.

THE UNIVERSITY OF TEXAS AT ARLINGTON

When Karli and Associates, Inc., A Human Resource Corporation located in Dallas, learned of the Student Employment Service's need for computerization, they donated a complete personnel system.

"Karli is firmly committed to the concept that work experience during the students formal education process significantly enhances a successful career after graduation. While consulting with Fortune 500 companies across the United States, Karli has found that businesses also benefit greatly from student productivity," said Ray Parker, Vice President of Karli.

UTA is grateful for the support they are receiving. Employers will not only gain a tax deduction, but they will also see a return on their investment. A recent survey indicates that employers save a significant amount of money by recruiting students prior to graduation through part-time, Co-Op and internship type positions. The SES encourages more employers to recognize the many benefits available to them and follow Karli's leadership example.

SOURCE: Barbara Lutz, University of Texas at Arlington, Box 19619, Arlington, Texas 76019, 817-273-2895.

THE UNIVERSITY OF PENNSYLVANIA

A unique work program under the direction of the Student Employment Office is Penn Student Agencies (PSA), a federation of student run businesses that has operated on the Penn campus since 1933. Some other Ivy League schools such as Princeton and Columbia also offer "student agencies".

PSA is composed of 20 individual agencies and a central office to which they report. The central office is supervised by the General Manager, a full-time university employee, who is the chief executive officer. The balance of the central office staff (all students) consists of a Finance Manager, and Internal Auditor, a Personnel Manager, a Payroll Manager, an Operations Manager and their respective staffs.

In 1984-85 PSA generated gross sales exceeding $700,000 and provided $250,000 in wages to its 260 student employees. Managers are eligible to receive a year end bonus based on their performance. The amount of each manager's bonus is based on a subjective review that considers not only profits, but also considers quality of product or service, cooperativeness, creativity, efficiency and all facets of department or agency management.

In addition to their wages which help pay for school expenses, PSA employees receive a unique opportunity to work in a genuine business setting where they can gain valuable knowledge of and practical experience in business operations. Many PSA alumni have credited their successful business carreers in a large part to the training and preparation provided through their PSA experience.

SOURCE: John Bandfield, Student Employment Office, 206 Logan Hall/CN, University of Pennsylvania, Philadelphia, Pennsylvania 19104, 215-898-6966.

"The executive's feet are on the ground; the professor's head is in the clouds. But they are hardly alienated. They need each other."

The school needs the corporation — to help raise necessary funds, and to take advantage of management expertise.

The corporation needs the school — to bring up new generations of competent managers, and to provide fresh insights and to analyze emerging ideas.

These two institutions are interdependent. Leadership and excellence are relevant to both."

RESOURCE: John R. Bonee, *Excellence in Leadership: Implications for higher education.*

The University of Pennsylvania, a private coeducational institution and a member of the Ivy League, was founded as the Academy of Philadelphia in 1749 by Benjamin Franklin who remained on the board of trustees for forty years. Penn was the colonies' fourth college. It opened the nation's first medical school in 1765 and with the addition of graduate and professional programs became the University of Pennsylvania in 1779.

Paula Dugan, Co-op Student, Marketing Major, IBM, Cleveland, Ohio.

"Because of my co-op experience at CSU, I have engineering experience with a Fortune 500 company before graduation."

Michael Thomas, Chemical Engineering Coop Student, E.I. Dupont, & Company, Cleveland, Ohio.

Don't be afraid to make mistakes but learn from your mistakes.

Develop a sense of humor.

UNIVERSITY OF ALABAMA

No one seemed to know what to do when recession hit the Tuscaloosa, Alabama plant of General Motors Rochester Product Division.

Management and employees found many ways to save money, but still experienced an annual $470,000 shortfall. On August 17, 1982, GM announced it was phasing out the plant.

On the advice of local businessmen, GM experts decided to approach the University of Alabama. By January 1983, local industrial-development boards had agreed to give the University a grant of $75,000 for research. Prof. J. Barry Mason assembled a team of students and colleagues that were specialists in management, engineering and energy. After reviewing the plant's operations and systems they decided they could cut operating costs by $470,000 a year.

In just eight months, the goal of $470,000 in savings was achieved. The University was guaranteed a minimum of $750,000 in scholarships over the life of the contract, which is still effective. In addition, GM was looking at an additional $500,000 in annual savings to come.

University president Joab Thomas said, "We have shown business and industry the practicality of using the talents and resources of a university." GM's Tom Gilligan adds, "The success was the result of a concept that nobody else had tried. I believe what happened here will open a new way of thinking about doing business and being competitive."

SOURCE: Joseph P. Blank, *The University That Saved A Factory,* Reader's Digest, December 1984.

AT&T WITH MIDDLESEX COUNTY COLLEGE

"CORPORATE COLLEGE"

COMPANY CONTACT: Diane Dorer, Personnel Department, Corporate Education Center, AT&T, P.O. Box 2016, New Brunswick, NJ 08903, 201-699-2078.

INSTITUTIONAL CONTACT: Barbara L. Greene, Director of Extension Operations, Division of Continuing Education, Middlesex County College, Edison, NJ 08818, 201-549-9898.

BURROUGHS CORPORATION WITH ASSOCIATION OF AMERICAN COLLEGES

"BUILDING BRIDGES BETWEEN BUSINESS AND CAMPUS"

COMPANY CONTACT: Bill Faught, Former Area Recruiting Manager, Burroughs Corporation, 701 Columbia Drive, Sacramento, CA 95825, 916-971-3458.

INSTITUTIONAL CONTACT: Kathryn Mohrman, Director, Office of National Affairs, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009, 202-387-3760.

RESOURCE: Dorothy C. Fenwick, *Directory of Campus-Business Linkages Education and Business Prospering Together,* American Council on Education/Macmillan, New York.

STATE WORK STUDY HIGHLIGHTS

There are currently between 25-30 states either operating or in some stage of developing state work study programs. These programs are generally funded by state legislatures and vary from state to state. Each program tends to take into account the needs of the states or institutions.

The Minnesota program allows handicapped and senior citizens to hire state-funded students as though they were the local agency.

Kansas, Washington, Kentucky, Massachusetts, and Vermont are among states which allow work in the private sector.

Rhode Island allows proprietary schools to use their funds on campus.

Kentucky highly encourages that their funds be used in conjunction with cooperative education programs while the enabling legislation in the yet to be funded Virginia program prohibits such a linkage.

Connecticut allows Financial Aid Officers the option of using the funds for work aid or gift aid.

New Mexico and Florida have mandatory career-related components.

Some states provide funds only for public institutions while New York reimburses private institutions for their matching share of federal work study.

Rhode Island allows the Financial Aid Officers to use a portion of the funds to match federal work study.

SOURCE: Charly Totoro, Chairman, *State Work Study Manual* and *State Work Study Survey*, NASEA State Work Study Clearinghouse Committee, Rhode Island Higher Ed. Assist. Authority, 274 Weybosset St., Providence, Rhode Island 02903, 201-277-3888.

STATE OF WASHINGTON WORK STUDY PROGRAM

As one of the first state work study programs to be developed, Washington State has continued to seek innovative methods to promote student employment. A series of grants was made to selected institutions in order to fund outreach efforts, develop advertising campaigns, and other activities promoting student employment. Through the Washington Association of Student Employment Administrators, a 60 second public service video tape was commissioned and funded. This award winning advertisement has been televised throughout the state. Finally, a consultant has been hired to review the state work-study program, visit with employers, and promote student employment to private industry across the state.

PURPOSE:

To provide financial assistance to needy students attending eligible postsecondary institutions in the State of Washington by stimulating and promoting their employment; and to provide such needy students, wherever possible, with employment related to their academic pursuits or area of career investigation.

ELIGIBILITY TO PARTICIPATE

Institutions

Located in the state of Washington;
Public two- and four-year institutions; independent institutions which are accredited by the regional accrediting association; public vocational-technical institutes;
Must have signed agreement to administer the program according to published rules and regulations and program guidelines.

Employers

Eligible public institutions of postsecondary education;
Non-profit organizations;
Profit-seeking business entities;
Out-of-state employers on a special approval basis;
Potentially eligible employers must enter into a written State Work Study employer agreement. Potentially eligible employers may not have a direct association with a controlling sectarian organization.

In addition to determination of employer eligibility, each position must also be approved.

Students

Must demonstrate financial need;
Must be enrolled or accepted for enrollment on at least a half-time basis at an eligible institution;
May be an undergraduate, graduate, or professional student;
Must be capable, in the opinion of the institution, of maintaining good standing in the course of study while employed and must demonstrate satisfactory progress toward degree or certificate of completion;
May not be pursuing a degree in theology.

Program Growth: 1974-75

State Expenditures	$506,000
Total, with Match	$700,000
Student Recipients	1,100
Employers	450
Participating Institutions	38

1984-85

State Expenditures	$6,200,000
Total, with Match	$8,800,000
Student Recipients	5,300
Employers (about 50/50 profit/non-profit)	1,500
Participating Institutions	46

SOURCE: Shirley Ort, John Klacik and L.B. Butler, Council for Postsecondary Education, State of Washington, 908 East Fifth Avenue EW-11, Olympia, Washington 98504, 206-753-2210.

RESOURCE: Linda Minato, Student Employment Office, Schmitz Hall, University of Washington, Seattle, WA 98195.

NASEA RESOURCES:

Allen Jensen, University of California, 207 Sprawl Hall, University of California at Berkley, CA 94720, 415-642-5625.

Mary Lou Swann, Work Study, State Student Assistance Commission, Indianapolis, IN 46202.

Lynda Watson, Boston College, 140 Commonwealth Avenue, Chestnut Hill, MA 02167, 617-552-3320.

OTHER RESOURCES:

"Proposal for a California State-Funded Work-Study Program," California Postsecondary Education Commission, Sacremento, Calif.: 1984.

"Work-Study: A Program to Fit the Times?" by James R. Mingle, in SHEEO, A Newsletter From the State Higher Education Executive Officers, Winter, 1985.

"State Supported Work-Study Programs: A NASSGP Survey Report." National Association of State Scholarship and Grant Programs, Harrisburg, Pa.: 1985.

"Allocation Formulas Under the Federal "Campus-Based" and State Student Incentive Grant Student Aid Programs," by David S. Osman, Washington, D.C.: Congressional Research Service, The Library of Congress, Nov. 27, 1984.

ADULT LITERACY

The U.S. Department of Education is participating in a nationwide initiative to promote functional literacy for the entire adult population. It is estimated that there are currently more than 23 million functionally illiterate adults in the nation, based upon studies conducted in the mid 1970's.

One area of the initiative that relates specifically to NASEA is:

> The Department of Education will promote college student involvement through literacy tutoring experiences in college courses and through student volunteerism by using the College Work Study program as the means of accomplishing this involvement.

Nineteen colleges and universities were initially chosen to participate in the project. A majority of these institutions participating received $20,000 in additional College Work Study funds, enabling students to be hired to work as coordinators and tutors on the College Work Study Program.

SOURCE: Diane Vines, Director of Adult Literacy Initiative, U.S. Department of Education, 400 Maryland Ave SW, Washington, D.C. 20202, 202-472-9020 or Adult Education Clearinghouse: 202-472-5860. *U.S. Department of Education:* 202-755-1100.

"Only the educated are free"

NASEA RESOURCES:

Bob Cunningham, 208 W. College, Princeton University, Princeton, New Jersey 08544, 609-452-3334.

Robert Gallione, Columbia University, 206 Lewisohn Hall, New York, New York 10027, 212-280-2391.

Rick Kincaid, SUNY College at Brockport, 124 The Center, Brockport, New York 14420-R, 716-395-2468.

Ann McCormick, Boston University, 881 Commonwealth Avenue, Boston, Massachusetts 02215, 617-353-2896.

OTHER RESOURCES:

Collaborations for Literacy, Administrators and Tutors Handbooks by Ruth S. Nickse and Nancy Englander, Boston University, Institute for Responsive Education, Publications Department, 605 Commonwealth Avenue, Boston, Massachusetts 02215, 617-353-4667.

"The Night Program for migrant workers offered here at S.U.N.Y. at Brockport's Federal Projects Department is a very beneficial program. I plan to enter the educational field to teach grades K-12 with a major in English. While tutoring, I was able to apply some of the techniques I learned in a couple of my certification classes. Learning from a book is one thing, putting it all into action is quite another. I also learned alot from the students, especially about their cultural background."

Claudia Schrwood

PUBLIC RELATIONS

To develop positive public relations, it is essential to have a clear sense of purpose and an understanding of the needs of your students and potential employers. Surveys of the student and job market identify effective strategies and help answer a number of questions to be periodically evaluated, such as:

1. What are the realistic expectations of the students and employers?
2. How many jobs are needed to meet the needs of the student population? Percentage of students who have to work?
3. What types of jobs are needed?
4. How many employers are within commuting distance of campus?
5. What types of jobs are available?
6. What is the competition for available jobs?
7. Are employers willing to create "student type" jobs, i.e., flexible hours, between 20-25 hours a week, above minimum wage, etc.?

The main objective of the surveys are to publicize the value of Student Employment, to perform a needs analysis, and identify necessary improvements. They can also help determine the most effective methods for job development.

The surveys could be accomplished on and off campus through questionnaires by phone or mailouts, personal visits, presentations to groups such as the Chamber of Commerce, Lions Club, Kiwanis Club, or local personnel associations.

PUBLIC RELATION TOOLS

Word-of-Mouth: Best publicity tool, but takes time to establish a reputation that is perpetuated by word-of-mouth marketing.

Print Materials: It's good to have a logo appear on all print materials for easy identification and package together in a neat media packet to be distributed.

A. Flyers — inexpensive, but often tacky; use art when possible, crisp printing, colored paper.
B. Brochures — used to convey more information than flyers; attention to professional detail is important.
C. Posters — good for special events, printed in fewer numbers than flyers.
D. Newsletters — publishing and distributing your own newsletter is a good marketing tool; submit notices to other newsletters.
E. Newspaper — submit or have submitted by the Campus Public Information Office articles and announcements to campus and local newspapers.
F. Miscellaneous — banners, tee-shirts, table tents, bookmarkers, cards, signs, etc.

Electronic Media:

A. Public Service Announcements — can be developed by Public Information Office, radio or TV stations, broadcasting class.
B. Talk Show guest.
C. Audio-Visual presentation — good for messages you deliver often (resume workshop, interviewing skills) or as an orientation to your services.
D. Sporting events scoreboard and other electronic message boards.

Special Programs:

A. Noon Career Breaks — brown bag lunch seminars
B. Summer Job Fair
C. Nursing or Health Career Day
D. Departmental Career Events
E. Pre-Law, Pre-Med Night
F. Career Festivals
G. Orientation for new and transfer students
H. Mobile displays (Booth that is moved around campus)
I. Telethon to targeted groups
J. Speakers/Workshop Bureau — offered to classes and student groups
K. Co-sponsored programs
L. Student Employment Week

Referral Sources: (Identify and orient them to inform students of your services)

A. Orientation Leaders
B. Panhellenic/IFC
C. Residence Hall Advisors/Assistants
D. Woman's Center Staff
E. Counseling Center Staff
F. Academic Advising Staff
G. Financial Aid Counselors
H. Information Office
I. Student Activities Council and Staff
J. Personnel Office Staff
K. Campus Switchboard
L. Departmental Secretaries across campus

Advisory Boards: Should include representation from faculty, students, employers, alumni, and other student services.

SOURCE: Bruce Nolan, Guilford Technical Community College, Jamestown, North Carolina 27282, 919-292-1101.

OTHER RESOURCES:

"Winning Support for the Career Center," by Gerald D. Brody, *Journal of College Placement*, Winter 1984, pp. 40-44.

Marketing for Non-Profit Organizations, by Phillip Kotler, Prentice-Hall, 1975.

How to Advertise by Kenneth Roman, and Jan Moss.

"Selling: A Challenge for Placement", by Richard J. Thain, Journal of College Placement, Winter 1984, pp. 48-51.

STUDENTS

Businesses displaying this symbol. . .

. . .hire students through the College Student Employment Office.

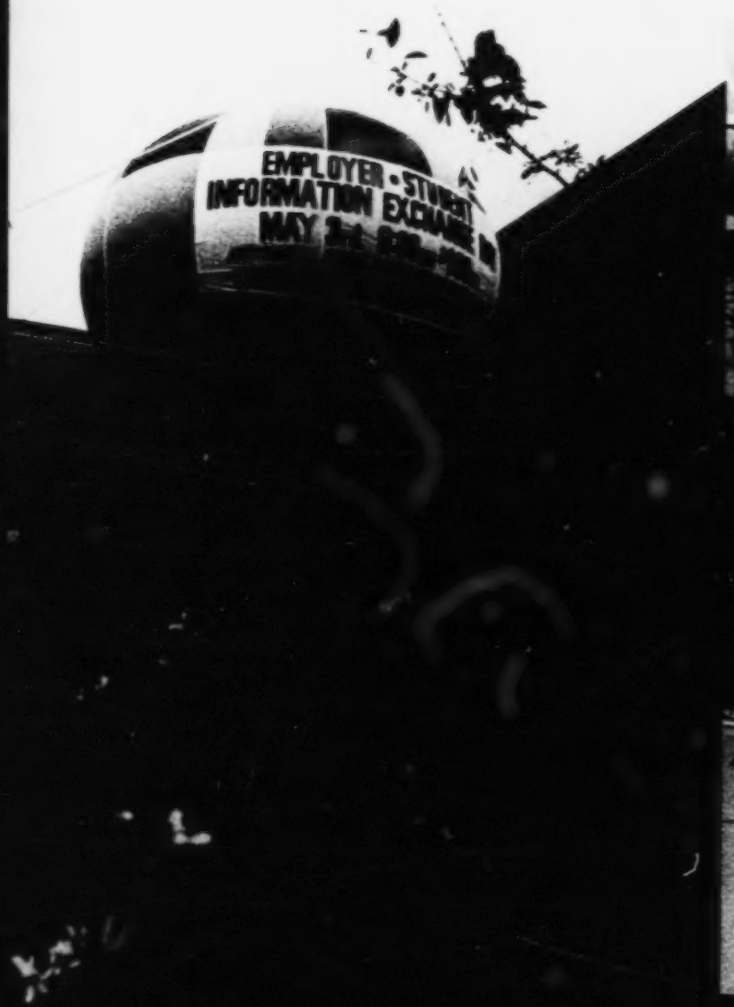
They support you. Please support them.

"The truth requires constant repetition because error is being preached about us all the time."
Goethe

"If it is to be, it's up to me."

Add A Big

To Your Education With


EMPLOYER • STUDENT
INFORMATION EXCHANGE

WELCOME
NEW STUDENTS

Opportunity
NASA
Headquarters

PUBLIC RELATIONS

PROMOTING EQUAL EMPLOYMENT OPPORTUNITIES

NASEA encourages policies that provide equal access to all job opportunities and hiring practices ensuring that the most qualified applicant is selected. The Minority Concerns Committee was established to serve as a vehicle for disseminating information in conducting research, surveys, interest sessions at regional and national levels, and publishing an annual report. Their report contains specific programs, guidelines, and regional contact persons with expertise on affirmative action and equal employment opportunity.

Most institutions and organizations have affirmative action officers knowledgeable about these regulations and are valuable resources for details and implementation procedures.

SOURCE: "Minority Concerns Committee Report", Carol Lewis, EPA, Washington, D.C., 800-338-1350.

NASEA RESOURCES:

Lynn Battle, Manager of Legal and Governmental Affairs, College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.

Casey Gonzales, Affirmative Action Officer, Office of the President, The University of Texas at Arlington, P.O. Box 19569, Arlington, Texas 76019, 817-273-2101.

Linda Minato, University of Washington, 184 Schmitz PE-22, Seattle, Washington 98195, 206-543-1840.

Cynthia Redwine, Wayne State University, 5050 Cass Avenue, Room 111, Mackenzie Hall, Detroit, Michigan 48202, 313-577-3390.

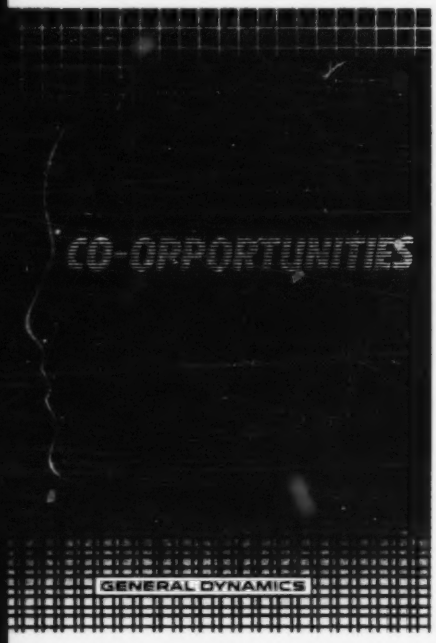
"We believe our internship program acts as an ideal mentor for young adults to develop personal values of responsibility and a positive attitude about working with people."

Kent Phillips
Director of College Relations Program
Walt Disney
Orlando, Florida

"We employ 1,200 to 1,500 students at Walt Disney World every year through Student Employment offices on campuses the world over."

JOB DEVELOPMENT STRATEGIES

"...that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself." (p4) *A Nation at Risk.* The National Commission on Excellence in Education, David P. Gardner, Chairman.



Network and develop resources.

THE STATE UNIVERSITY OF NEW YORK AT BROCKPORT

Student Employment has had much success in assisting students in finding off-campus employment through Job Location and Development. Brockport was the first college nationally to screen its students for Targeted Jobs Tax Credit eligibility and has received national recognition in *The New York Times, The Chronicle of Higher Education,* and the *Congressional Record.* This program provides private employers with a tax break for hiring low-income young people. The College has also innovated by screening its own students for CETA (now JTPA) Summer Youth Employment and Training Program eligibility and then placing those college students back on campus at a work site. The SYETP administration benefits by receiving pre-screened applicants, the College places their own students on their own campus at no cost to them, and the student receives a carefully selected, career-related summer job. Finally the College was one of the first schools to participate in the Department of Education's Adult Literacy Initiative and continues that commitment to reducing this serious problem. The student employment job development activities have helped place 2,738 students who earned $1,521,505.00

SOURCE: Rick Kincaid, Student Employment, SUNY College at Brockport, Brockport, New York 14420, 716-395-2468.

THE UNIVERSITY OF PUGET SOUND

The "Homework Hotline" program is an innovative idea that has really taken hold in the Tacoma area. The tutors who answer the incoming calls are all college students, most of them placed through the State Work-Study program. Rhonda Riddle, a future teacher, claims she is receiving her best teaching experience yet. Riddle and nine others are tutors for the new KTPS-TV show "Homework Hotline." The live program also features two teachers from the Tacoma Public School District. The University students claim that the time commitment does not infringe on their own studies — it enhances them. "In a way, it's a great break," Riddle said. "It helps me with my homework because I'm talking with kids so much I'm able to observe a lot about them. This work also helps me clear my mind so that I'm more in the mood to study when I get home. "KTPS-TV Development Director John McShane got the idea for "Homework Hot Line" last year when he read an item about a Los Angeles station that aired a similar show. "The UPS students are great," he said. "They bring a great deal of maturity to their jobs, yet they are young enough to relate to the students who call. They are a first-rate bunch of individuals." Because of the success of the show, more tutors will be added this spring.

SOURCE: Ronald G. Albertson, Job Developer, Student Employment Office, 1500 North Warner, Tacoma, Washington 98416, 206-756-3161.

BERRY COLLEGE

Opportunity for a student to work is a fundamental part of Berry's philosophy that meaningful and rewarding work experience is an educational benefit of lasting value. Accordingly, every student is strongly urged to take advantage of this distinctive opportunity as a part of the total educational experience at Berry. Developing jobs is a priority.

Nearly 90% of Berry's students are employed on campus each year. Most of the remaining students work off campus or in the co-op program. Additional thrust was given the student work opportunity program last year with the appointment of the first Dean of Student Work. The work program is a major form of financial aid, as well as a great educational experience for students because it prepares them for the seriousness of a responsible job. Employers seek out Berry graduates to fill their positions, knowing that these students have significant documented work experience.

ADDITIONAL FACTS:

Type of Institution ..... 4 year private
Total Undergraduate Student Population 1215
Local Employment Environment ..... Rural/Urban
Estimated Number of Students Hired 900
Total Number of Jobs Available 1000
Estimated Student Earnings .... $1.4 million

SOURCE: John R. Heneisen, Dean of Student Work, Box 58, Berry College, Mount Berry, Georgia 30149, 404-232-5374.

OTHER RESOURCES:

The 100 Best Companies to Work For in America, by Robert Levering, Milton Moskowitz and Michael Katz, Addison-Wesley.

Jobs of the Future: The 500 Best Jobs — Where They Will Be and How to Get Them, by Marvin J. Cetron with Marcia Appel, McGraw-Hill.

What Color is Your Parachute? by R.N. Bolles, Ten Speed Press.

The Professional Image, by Susan Bixler, G.P. Putnam's Sons.

Business Week's Guide to Careers, McGraw-Hill, 1221 Avenue of the Americas, New York, N.Y. 10020.

UNLOCKING THE HIDDEN JOB MARKET

The ability to do good strategic planning is the key to effectively tapping the hidden job market.

First, be sure that you have a clear job target that relates to your students skills as well as their interests. Know your catalog of majors offered.

Compile a list of all of the employers in your job target field, especially in your geographic target area.

Research to find what those employers are seeking. What are their problems, needs, and opportunities?

Clarify specific things about their referral process. What can you do to solve specific problems the company might have? This includes preparation of the appropriate resume, debriefing the interview, and role-playing.

Communicate the information to the person who would make the hiring decision, not necessarily the personnel department.

Fifty to seventy-five percent of the information needed can be found in the local classified telephone directory. There are a number of directories, reference sources, and associations that are helpful. They include: *Standard Rate and Data Business Services*, (Standard Rate & Data, 5201 Old Orchard Rd., Skokie, Ill, 60076). This lists all the publications in a given field or profession categorically, by subject.

Guide to American Directories, 11th Edition, 1982. (B. Klein Publications, P.O. Box 8503, Coral Springs, Fla. 33065.) This source lists directories in more than 3000 fields.

Encyclopedia of Associations. (Gale Research Co., Book Tower, Detroit, Mich. 48226).

Professional or trade associations are an excellent source of information for the job developer. They generally have career-related information, brochures, handouts, and newsletters, and references to publications. The most popular and widely used include: *Dun & Bradstreet Million Dollar Directory.* (Dun's Marketing Servcies, 3 Century Drive, Parsippany, N.J. 07054, a listing of thousands of potential employers, businesses, and services with net assets in excess of $1,000,000.

Standard & Poor's Register of Corporations, Directors & Executives. (Standard & Poor's Corp., 25 Broadway, New York, N.Y. 10004).

Thomas's Register of American Manufacturing. (Thomas Publishing Co., 1 Penn Plaza, New York, N.Y. 10001). Many placement offices and most libraries carry the publications needed to get started. Teach students these job development techniques and let them experience the pride in developing their own jobs. These research skills will serve them all their lives.

SOURCE: The Hidden Job Market for the 80's by Tom Jackson and Davidyne Mayleas. Times Books.

EASTERN WASHINGTON UNIVERSITY

Two years ago, Eastern Washington University developed a unique job development tool, The Spokane Area Employment Directory. This publication consists of 120 pages, which includes a section on interviewing and resume writing skills, an alphabetical listing of 325 employers and their specific hiring practices, and a cross reference section by career specialty. The directory is updated every two years, and is available to the University community as well as to the community at large. The first edition sold 600 copies with word-of-mouth advertising only. Employer participation in the second edition increased 25%. It is anticipated that second edition sales will increase proportionately. This resource has proven useful for the student seeking part-time employment, the graduate seeking a career position, individuals considering relocation to this area, the person re-entering the job market and/or considering a career change. Professional staff at the Spokane Public Library Education Information Center state that, "The Employment Director is the hottest item in the Information Center."

SOURCE: Gloria A. Grant, Student Employment Manager, Eastern Washington University, Cheney, WA 99004 *Spokane Area Employer Directory 1983-85: A Guide to Employers and Job Search Skills.*

Don't mistake movement for achievement.

Only in a dictionary does success precede work.

STUDENT EMPLOYMENT AWARENESS WEEK

A Proclamation

By the Mayor of the City of Arlington

WHEREAS, the City of Arlington is the site of the University of Texas at Arlington; and

WHEREAS, 53 percent of the 23,000 UTA students live and work in Arlington and are part of our community while attending UTA; and

WHEREAS, UTA's Student Employment Service has worked for a number of years to join these bright, capable, career-minded students with employment in Arlington's business community; and

WHEREAS, student employment programs have proven that they are a timely answer to solving business needs while helping to establish and build the concepts of productivity, excellence in education and excellence in employment;

NOW, THEREFORE, I, Harold E. Patterson, Mayor of the City of Arlington, Texas, do hereby proclaim the week of January 28 through February 1, as

STUDENT EMPLOYMENT WEEK

in Arlington and urge the citizenry to join with me in recognizing both the thousands of college students who work to help meet the costs of their education and the Arlington employers who hire students for positions, thereby playing a special role in the development of educated and motivated citizens.

CITY OF ARLINGTON ARLINGTON, TEXAS

Harold E. Patterson
Mayor

UTA students witness Mayor Harold Patterson signing a proclamation for Student Employment Week.

Mayor Patterson, Barbara Lutz, Congressman Dick Armey, and President Wendell Nedderman.

Purpose: To increase public awareness of student employment by recognizing students who work while attending college and by thanking employers who provide jobs for students.

Activities:

Community

1. Distribute posters to employers to display in their businesses
2. Print Media
   a. Feature articles with picture of Mayor signing proclamation
   b. Coverage of press conference
   c. Thank-you "Letter to the Editor" at conclusion of Week
   d. Display ad
   e. Mass mailing of invitation to all employers in area
3. Radio (news release and PSA)
4. Television (commercials & PSA)
   a. Interviews with director, students, employers etc.
   b. Coverage of press conference
5. Presentations to local organizations, ie. Rotary, Lions, etc.
6. Host Employer Open House, luncheon, or reception for selected employers and include tour of University services...
7. Present selected employers with Certificates of Appreciation
8. Distribution of bumper stickers, coasters, football calendars
9. Conduct employer survey

Campus

1. Use of all campus media channels to annouce/promote week
   a. campus newspaper
   b. posters in campus buildings (1 each week for 3 weeks)
   c. signs on campus
   d. flyers handed out to students
   e. balloons
   f. announcements in classes indicating that employers will be on campus
2. Faculty/Staff mail-out
3. Survey students in SES office to get information on types of jobs sought.
4. Set up information table with preprinted name tags & campus display materials
5. Have table for employer information exchange
6. Presentation to Resident Advisers and all dorms.
7. Thank-you "Letter to the Editor" to on-campus newspaper

Each school sponsoring this activity reports success in four important areas: (1) employer awareness (2) increased job development (3) campus awareness and (4) providing forum for open discussion between employers, acadamicians and students. The State of Washington has expanded their activities statewide and NASEA is in the process of obtaining a Presidential Proclamation to establish a National Student Employment Awareness Week.

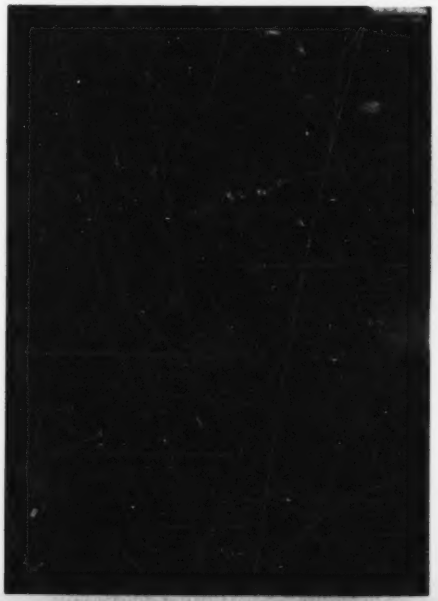
Employment, Etc....

News from The University of Texas at Arlington Student Employment Service
Fall, 1985

Open House honors local employers

OPEN HOUSE HONORS 200 LOCAL EMPLOYERS

Mayor Harold Patterson presented the official Student Employment Week proclamation to University President, Wendell Nedderman. Congressman Armey was also in attendance to lend his support to the student employment concept. "I appreciate the integrity of a program such as the Student Employment Service at The University of Texas at Arlington," said Armey. The purpose of Student Employment Week was to honor employers who have provided more than 70,000 job opportunities for UTA students since the service opened in 1978. The SES awarded certificates of appreciation to employers in attendance. The University community appreciated the continuous support displayed by the employers. The Open House was an excellent opportunity for students, faculty and administration to meet and talk with decision makers from all levels of the business community.



Left, Mayor Patterson and UTA President Wendell Nedderman at Open House.

Photo from Cleveland State. View of Students & Employers at Information Exchange Day.

NASEA RESOURCES:

Jeanne C. Aceto, Placement Center, California Polytechnic State University, San Luis Obispo, California 93407.

Nancy Bruckner, Job Location and Development, University of Southern Mississippi, SS Box 5014, Hattiesburg, M.S. 39406-5014, 601-266-4157.

Bruce Nolan, Job Placement Office, Guilford Technical Community College, P.O. Box 309, Jamestown, North Carolina 27282, 919-292-1101 X2425.

Denise L. Nugent, Bennet, Greensboro, Guilford Colleges, 3800 W. Friendly Ave., Greensboro, North Carolina 27410, 919-292-5511 X302.

CAREER DAYS JOB FAIRS

NORTH TEXAS STATE UNIVERSITY

NTSU has sponsored a SUMMER CAMP DAY AND JOB FAIR for the past nine years and each year seems to improve with increased participation. Their successful outline is as follows:

I. *Essential Preliminaries*
   A. *Date:*
      The National Convention, American Camping Association and other area colleges should be contacted prior to the establishment of a date to avoid conflicts.
   B. *Reservations:*
      Reservations, facilities, equipment, luncheon accommodations, visitors' parking passes, and signs that display names of organizations must all be carefully planned in advance and reserved.
   C. *Budget:*
      Collect the lowest, yet best estimates needed for accommodations at least 6 months prior to the event. Determine limits and submit budget for approval.
   D. *Invitations:*
      Prepared and mailed one month in advance containing representative information to be returned with two weeks.
   E. *Confirmations:*
      Letters titled "Glad You Are Coming" with visitors parking passes, parking map and directions to the campus are sent back to the reps.

II. *Staff Organization:*
   A. Assignments and schedule for all staff members
   B. Entertainment to attract students, i.e. from music department
   C. Identification worn by each staff member
   D. Faculty notification; request announcement in classes

III. *Publicity:*
   A. Posters/Flyers/Balloons
   B. News releases, campus News Service publicizes all releases

IV. *Day of Event:*
   A. Camp representatives are greeted and directed to booths
   B. Refreshments are available
   C. Luncheon is available on rotating basis to keep fair open through the lunch hour

V. *Follow up:*
   A. Thank you letters along with evaluations
   B. Regret letters to those unable to attend

SOURCE: Christine Baker, Student Employment, NT Box 5356, North Texas State University, Denton, Texas 76203, 817-565-2648.

CLEVELAND STATE UNIVERSITY

Holding a Career Day is an excellent public relations tool. Career Day is held in May to attract those graduating Seniors who do not already have a job, as well as the Juniors who will be recruiting next season. On the average more than 70 employers and 800 students participate. The event is open to all students and alumni of the university. Most employers who attend will also be campus recruiters. Career Day is an excellent opportunity to scout the new seniors who will be interviewing in the fall. Students feel its a great opportunity to become more acquainted with employers and the types of positions they have available as well as the requirements of the jobs. The relaxed atmosphere is conducive to an open exchange of ideas and viewpoints.

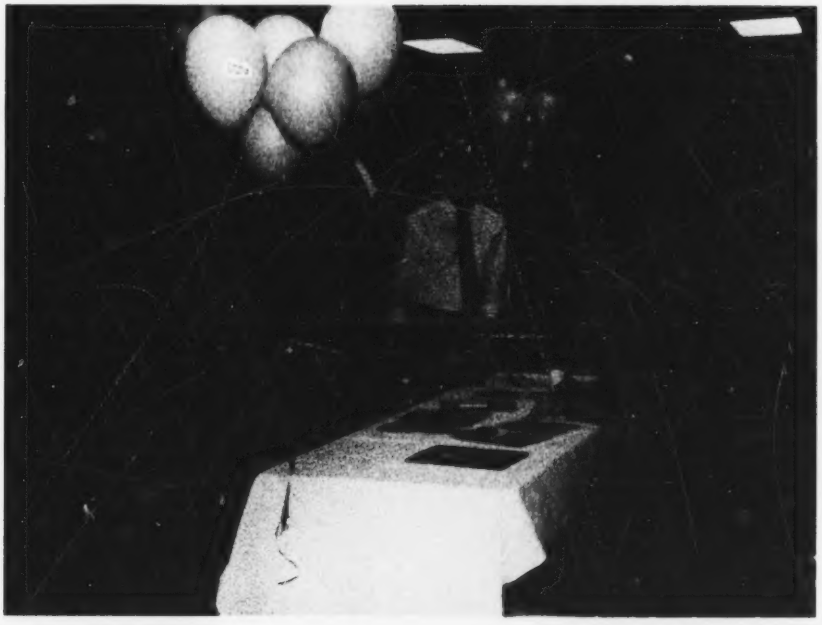
SOURCE: Rick Boger, Cleveland State University, 2344 Euclid Building Room 217D, Career Services Center, Cleveland, Ohio 44113-R, 216-687-2240.

NASEA RESOURCES: Darvi Carter, Career Planning and Placement, Fort Steilacoom Community College, 9401 Far West Drive, Tacoma, WA 98498, 206-964-6723.

Jan Carter, Augusta College, 2500 Walton Way (10), Augusta, GA 30910-R.

Patricia Van der Vorm, The Career Center, The American University, 4400 Massachusetts Ave. N.W., Washington, D.C. 20016, 202-686-6800.

Don't let your mouth overload your back.



STUDENT DEVELOPMENT

Who am I, What can I do, Where may I productively apply my skills?

The process by which individuals gain self-esteem, mature and develop to their full potential is very personal and unique. There are, however, some basic steps that help students achieve their goals.

The first step is gaining an awareness of what is available for personal and professional development. Since Student Employment offices around the country vary in their relationships with and proximity to career counseling and development facilities, this section highlights strategies that may be employed independently or in conjunction with existing career counseling and placement programs. NASEA wants to coordinate a sequential process that utilizes all available resources and not "reinvent the wheel".

The second step involves various tests, exercises and techniques to help a student discover *"WHO I AM"*. The Myers-Briggs personality indicator, Strong Campbell interest inventory, Personal Skills Map, and SIGI System of Interactive Guidance and Instruction for values orientation, are methods for achieving realistic self-awareness that leads to healthy development of self-esteem.

The third step also requires some in-depth self-analysis for evaluating aptitudes, strengths, weaknesses, ability, and dura-ability, thus allowing the student to appreciate *"WHAT I CAN DO"*.

One such resource is the Johnson O'Connor Research Foundation, a national non-profit scientific and educational organization, that has been researching natural abilities since 1922. Findings indicate that people who have strong aptitudes which they're not ablt to utilize often become frustrated, while those who capitalize on their natural strengths find greater satisfaction with their lives and their work.

A comprehensive battery of testing has been developed; individuals in need of information about their innate talents come to the Foundation for guidance in making educational and vocational decisions.

Research indicates that various combinations of aptitudes are most beneficial in certain types of professions. During the conference which is held at the conclusion of the testing, appropriate alternatives for channeling and challenging a person's strengths are discussed. Each client is taught how to use knowledge of the aptitudes in evaluating school and career possibilities, and encouraged to investigate several potentially enjoyable areas in the search of a rewarding career.

SOURCE: Wendy Finan, Southwest Region, Johnson O'Connor Research Foundation, Inc. 4950 N. O'Connor Rd., Suite 250, Irving, Texas 75062, 214-258-0650.

The fourth step is highly action-oriented as the student must exercise more sophisticated research and communication skills. The student needs to be motivated and determined at this point because the process is less defined and much more diverse given the many career areas available as well as the variety of industries to choose from. At this phase, the student will be able to more clearly define goals, document skills in a resume format and prepare for interviews. By this step the student will have a sense of purpose and direction and also be able to identify potential employment opportunities and thus know *"WHERE I MAY UTILIZE MY SKILLS"*.

Libraries and computer-assisted programs are available on many campuses. Some Computer-Assisted Guidance systems include:

AEL Career Information System, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325

C-LECT, Chronical Guidance Publications, Aurora Street, Moravia, NY 13118, 315-497-0330

CAREER SCAN IV, National Education Software Services, 1879 Locust Drive, Verona, WI 53593

CIS, Career Information System, Bruce McKinlay, 1787 Agate Street, Eugene, Oregon 97403, 503-686-3872

COIN, Bell & Howell Publications Systems Division, Old Mansfield Rd., Wooster, OH 44691, 216-264-6666

CVIS, Computerized Vocational Information System, Wave Limited, 2222 E. State Street, Suite 22, Rockford, IL 61108, 815-226-1151

DISCOVER, Gene Knutson, ACT 2201 North Dodge Street, P.O. Box 168, Iowa City, Iowa 52243, 319-337-1052

GIS, Guidance Information System, Sherri Smith, Houghton Mifflin/TST Division, Box 683, Hanover, NH 03755, 603-448-3838

SIGI, System for Interactive Guidance and Information, Ray Potter, Educational Testing Service, Princeton, NJ 08541, 609-734-5165

Clearinghouse for Computer-Assisted Guidance Systems, James P. Sampson, Ph.D., Dept. of Human Services and Studies, 215 Stone Building, Florida State University, Tallahassee, FL 32306, 904-644-3854

Developmental Goals

Achieving Intellectual, Physical and Interpersonal Competence

Developing Self-Management Skills

Becoming Autonomous

Discovering & Appreciating Self Idenitity Who we are And What Experiences We Find Most Satisfying

Developing Inter-personal Relationships By Appreciating And Accepting The Uniqueness Of Others

Clarifying Purposes, Setting goals And Priorities

Establishing and Incorporating Integrity In Our Everyday Behavior Consistent With The Values We Have Chosen

STUDENT DEVELOPMENT

Design a life not just a living.

Books, seminars, and tapes provide a wealth of information on motivation and personal development to encourage and instruct students. *The Seeds of Greatness* contains time-tested principles for success that are applicable for business executive, teacher, and students. The program is unique in that it explains complex psychological concepts in easy-to-understand language, using real-life examples. It not only shares attitudes and habits exemplified by high-performance, happy individuals in their professional and personal lives; it also explains how anyone can change his life for the better, using proven behavior-modification techniques and self-management methods.

SOURCE: Dayna Waitley Asher, Ph.D., International Learning Technology, a subsidiary of Denis E. Waitley, Inc., P.O. Box 197, 6166 El Tordo, Rancho Santa Fe, California 92067, 800-247-5484

RESOURCE:

The Psychology of Winning, The Seeds of Greatness: The 10 Best-Kept Secrets of Total Success, Books & Tapes by Denis Waitley Ph.D.

Once a student has a clearer sense of direction and motivation to achieve, application of job hunting techniques become less of a frustrating struggle. Karli & Associates, Inc. markets an excellent job search program that has been used by clients nationwide. Karli is a full service Human Resource Consulting firm serving private, public, and government clients. Headquartered in Dallas, Texas, the firm has major divisions of Human Resource Consulting, Out Placement, Recruiting and Training; servicing the country through a network of distribution centers. They handle various texts, audio presentations, and video programs that provide very professional instruction for the serious job searcher.

SOURCE: The Successful Job Hunter, Ray Parker, Vice President, Suite 405, 5710 LBJ, Dallas, Texas 75240, 214-788-1950

OTHER RESOURCES: Frank Gualt, Counseling, Testing, Career Placement, Box 19156, Arlington, TX 76019

How to Make a Life and a Living, Barbara Lutz, The University of Texas at Arlington, UTA Box 19619, Arlington, Texas 76019, 817-273-2895

Prologue, A Part-Time and Summer Job Search Guide, Michele Wilcher, Furman University, Greenville, NC 29613, 803-294-3074

Career Planning Today, C. Randall Powell, Dubuque, Iowa: Kendall/Hunt, 1981

The ABC's of Career Preparation 1983, James R. Westmoreland, Box 3411, Greenville, N.C. 27834

CPC Annual 1984-85, Jesse Smith, College Placement Council 62 Highland Avenue, Bethlehem, PA 18017

The Truth About You — You Were Born with a Purpose, Miller-Mattson-PMI, 10 Station St., Simsbury, CT 06070

Personal Productivity, The Charles R. Hobbs Corporation, P.O. Box 21273, Salt Lake City, Utah 84121, 801-278-5381

Day Timers, Inc., Allentown, Pennsylvania 18001, 215-395-5884

Self Directed Search, John L. Holland, Consulting Psychologists Press, 577 College Ave., Palo Alto, CA 94306 (catolog no. 3700)

Handbook and Guide for Selecting a Career, Research and Education Association, 505 Eighth Ave., New York, N.Y. 10018

The 1985 What Color is Your Parachute, A Practical Manual for Job-Hunters & Career Changers, Richard Bolles, Ten Speed Press, Berkeley, CA 94707

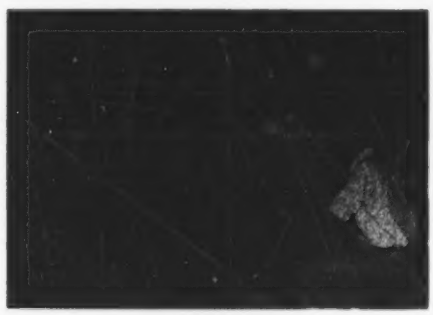
The Modern American College, Arthur W. Chickering and Associates, Jossey-Bass, 1981.

Student Development in Higher Education, edited by Don G. Creamer. American College Personnel Association.

Measuring Student Development, Gary R. Hanson, Editor, Jossey-Bass, 1982.

Reference librarian at local libraries
Job Clinics at Chamber of Commerce
Federal/State Employment Agencies

Disadvantaged youth can access local programs sponsored by the Joint Training and Partnership Act (JTPA)



Bill Fish, Chemistry Major, Cleveland State University sitting at the "Discover" terminal a computer based career guidance system.

Debra Fiore, Accounting Major, Saint Peters College, Coop at Fiduciary Special Services, with Joseph Lehr.

(L) Helen Bilyj, (c) Maria Hatzelis, (r) Eileen Monahan, Saint Peters College, Coop at Square Industries, Jersey City, NJ, Pat Cunliffe, supervisor.

STUDENT RECRUITMENT

"The student employment office effectively refers students who not only fill part-time employment needs, but who provide potential long term professionals upon graduation thereby reducing the risk and cost factors inherent in traditional recruitment processes. After observing the student on the job during internships, I know what I am getting in a long term employee — an employee who will be productive on the first day of professional responsibilities."

Tom Maddox, MBA, APA, Arlington, Texas.

"An important factor in selecting employees is their ability to express their goals and state what it is they can do (their abilities). Student applicants with prior work related experience are better able to define their objectives and demonstrate they can do the job.

Louis Higgins, Sears Store Manager, Redbird Mall, Dallas, Texas.

"North Texas State University has been a plentiful source of bright and eager employees for our part-time positions as consumer research interviewers. We find that these students learn quickly, give us useful feedback and communicate well with our respondents. We have enjoyed and will continue to use NTSU students as the main source for employment."

Sharon Olson, Human Resources Manager MARC, Dallas, Texas.

Timing and balance are two important factors when developing both jobs and students. Posting and announcing a large number of quality jobs will attract student participation, however active recruitment is necessary. A number of ways have already been mentioned in previous sections. Some additional techniques include:

1. Group presentations to student organizations
2. Scoreboards during games
3. Undergraduate and graduate catalogs
4. Campus radio and/or TV "Job Hunter Programs"
5. Distribution of Student brochures at strategic places during opportune times such as Freshman Orientation
6. The job boards, where available listings are displayed, can also be a source to develop student interest. Make sure they are attractive, neat, informative, and most of all accurate.

The job opportunities, whether temporary, seasonal, part-time, internships, or cooperative education, help provide the students with answers to the questions; *"HOW MAY I PRACTICE MY TALENTS AND WHERE MAY I APPLY MY SKILLS TO BE THE MOST PRODUCTIVE?"* These jobs will produce opportunities for students to more fully explore and develop career aspirations.

NASEA is in the process of conducting a nationwide "Cost Per Hire Survey" to determine the bottom line figures and compare traditional recruitment costs with employing a student while still in school and retaining them upon graduation. Early samples indicate a significant reduction in recruitment costs. The national cost per hire average for 1983 was *$7,626*, according to the Employment Management Association's survey results. The average cost per hire for one corporation sampled was *$5,000* compared with cost of hiring a student in an internship/cooperative education program at *$1,400*. The other obvious advantage is the new hires ability to perform productively on the first day because of the previous orientation and training during the intern/coop experience. In a study of Cooperative Education Association employers (Weinsten & Wilson, 1983), 79% of the employers reported recruitment to be a major benefit. "...consistantly provides the company with highly-qualified candidates for full-time employment in engineering.", Georgia Organization of Southern Bell began its co-op program in 1952. "...provides a continuous supply of professional personnel." — Lockheed-Georgia.

RESOURCES: Employment Management Association, 20 William St., Wellesley, MA 02181; James Wilson, Cooperative Education Research Center, Northeastern University, Boston, MA. 02155, 617-437-3780.

A SUCCESSFUL RECRUITMENT STRATEGY

"The University of Texas at Arlington (UTA) and United Parcel Service (UPS0 have developed a successful recruitment process. The key to any good relationship is, of course, effective communication.

First UPS lists a complete job description and reviews the requirements with the SES staff. SES does an excellent job of prescreening applicants and is genuinely concerned with placing students in the most suitable job. They counsel students about the responsibilities of applying to and entering into the job market.

In order to reach the wide range of student applicants a variety of methods are used. Additional staff is hired to handle telephone traffic during ad campaigns and extensive mailouts to students. The letter promotes both UPS and SES. SES supplied energetic students at a considerable savings compared to temporary service. UPS also paid the bulk mail rate of letters which urged the 21,000 UTA students to contact the SES for more information about employment.

Along with posting the jobs in various categories on the job boards, a special easel placard at the front door announces dates when UPS will be interviewing on campus. The ad campaign coincides with times of greatest student activity on campus, which directs students to the SES. Interview dates are set with at least three weeks rest period in between and well in advance to develop an optimal number of applicants.

After the student completes the application, SES types their name and telephone number on the interview schedule. Prearranged times are planned to accomodate a variety of schedules. SES also reserves excellent facilities for interviewing. UPS has been able to schedule up to 300 interviews a day.

When the hiring process is complete, UPS supplies a list of hired students. The entire process is streamlined to help counter the frustration sometimes voiced by student applicants prior to using this strategy. The number of phone calls, drives to Dallas, and schedule conflicts are minimized substantially. UPS efficiency is also greatly enhanced.

The advertising by UPS helps promote the SES as well. UPS part-time jobs are excellent opportunities for students to earn excellent wages and benefits in these times of dwindling financial aid resources. The physical aspects of the job are a good diversion for most student classroom schedules. The University and community gain more well rounded, contributing and appreciative students."

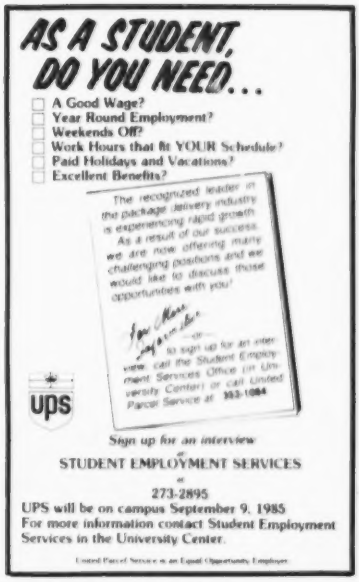
Tom Mullen, United Parcel Service Southwest Region ,Dallas, Texas.

"The University of Texas at Arlington (UTA) Student Employment Service (SES) is UPS's best source for finding workers like Dev Horn. Dev has been an outstanding employee for UPS. His dedication, dependability and initiative have constantly drawn recognition.

After five years, he is ready to graduate with honors and his present supervisor, Ken Rudolph said, "Dev gives 110 percent everyday. He is the most dependable, trustworthy, hardworking employee you could hope to find. Dev works with very little supervision. He has the need for doing what must be done at the time it needs to be accomplished. His positive attitude is contagious and he motivates others to excel with him."

"I've watched Dev Horn develop over the years from a young, hardworking individual into a mature, outstanding leader. He has taken knowledge from the classroom and applied it to daily life. He will undoubtedly be successful wherever he may decide to go."

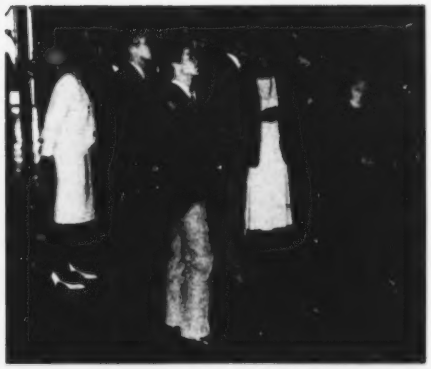
Tom Mullen
United Parcel Service

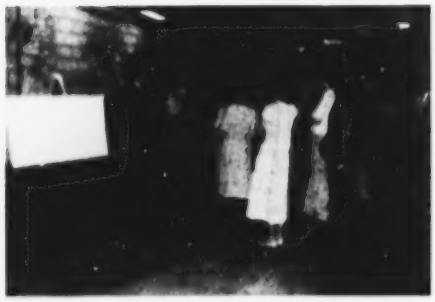

AS A STUDENT, DO YOU NEED...
A Good Wage?
Year Round Employment?
Weekends Off?
Work Hours that fit YOUR Schedule?
Paid Holidays and Vacations?
Excellent Benefits?
The recognized leader in the package delivery industry is experiencing rapid growth. As a result of our success, we are now offering many challenging positions and we would like to discuss those opportunities with you!
Sign up for an interview
STUDENT EMPLOYMENT SERVICES
273-2895
UPS will be on campus September 9, 1985
For more information contact Student Employment Services in the University Center.

"As a leader in the package delivery industry, UPS is committed to the best possible service. Part-time workers play a vital role in meeting our service commitments. Nationwide we employ over 70,000 part-time workers. Our 3-5 hour shifts are ideal for most students schedules; and, the excellent wages and benefits help to meet their educational expenses. Recent growth and development has highlighted the importance of a mutually beneficial relationship with student employment services. The services are the vital link between the student and the employer.

Barbara Lutz at UTA established a model recruitment process to help meet our needs. We have provided valuable jobs and experience for hundreds of UTA students. Our strong relationship has enabled us to successfully recruit competent, motivated applicants. It has saved us time, money and energy. We are working to maintain a growing relationship with UTA and expand this concept to other colleges and universities nationwide."

Joe Dobransky
United Parcel Service





Students Employment Administrators tour UPS facilities.

CAREER EXPLORATION

"Every man's work, whether it be literature or music or pictures or architecture or anything else, is always a portrait of himself." Samuel Butler

Katherine Sirotti, Assistant Community Planning Representative U.S. Department of Housing and Urban Development M.P.A.

Pamela Cox, Coordinator of Student Interns — The Boston Globe Journalism '87.

Edward Chin, Technical Assistant — IBM Product Center Marketing '85.

OHIO UNIVERSITY

The Program to Aid Career Exploration (PACE) is administered jointly by the Offices of Student Financial Aids and Career Planning and Placement. PACE offers career-oriented work experience to students who have earned 70 quarter hours by the end of the Winter Quarter prior to the year of PACE employment, who show some need of financial assistance as defined and ascertained by the Office of Financial Aids, and who have at least 2.5 GPA.

Students are employed in academic or administrative offices by employers who have submitted a professional-level work proposal and have had the proposal authorized by the PACE Proposal Screening Committee. Each department performs its own screening of student applicants, decides which students to interview, and selects which student(s) to hire. Students may not hold PACE and Work-Study positions simulataneously.

SOURCE: Betty Dodd, Centralized Student Employment/Job Location and Development, 020 Chubb Hall, Ohio University, Athens, Ohio 45701, 614-594-5471

NASEA RESOURCE: Karen Siefring-Messer, Glassboro State College, Memorial Hall, Glassboro, NJ 08028, 609-582-1570

"Things like: making the most of your education; training yourself to work efficiently; recognizing that there is a difference between the school world and the job world; and, especially, about acquiring the character traits and the thinking habits that I believe make it possible to be a success in a job."

"What subjects should they be studying? What skills should they be developing? What combination of work and study is best for most students? What are businesses looking for in a graduate?"

"First, why are we finding — at Pitt, at the Business-Higher Education Forum, and elsewhere — that the high performers in the classroom are very often not the high performers at the office? Grades in school are important, of course, but strangely enough, there is a mass of data that shows that grades are not a very good predictor of who will go far in a career and who won't."

"Second, why does the kind of intelligence measured by IQ tests have surprisingly little to do with success in careers? That is a fact. Or at least, it is being accepted as fact by more and more of the psychologists who do research in this area."

"Roger Smith, the Chairman of General Motors, puts it this way: 'One of the hallmarks of a competent manager is the ability to tolerate ambiguity', he says."

"The ability to plan strategically without being rigidly locked into one course of event; the capacity to acquire ample information for decision making without being overwhelmed with data; and the ability to grasp relationships between many rapidly changing events."

"But I very strongly suspect, that you can learn it, and that you have to learn it through experience."

"What kind of experience? Well, a job, obviously. But extracurricular activities are another. Anywhere where there would be demands made on you for planning and organizing."

"Work experience enhances the student's capacity to judge the relevance of the classroom materials and to view the subjects with greater insight."

SOURCE: Excerpts from G.J. Tankersley, Chairman and Chief Executive Officer, Consolidated Natural Gas Company, *Success: A Non-Trivial Pursuit*, Delivered at Bethany College, Bethany, West Virginia, September 26, 1984.

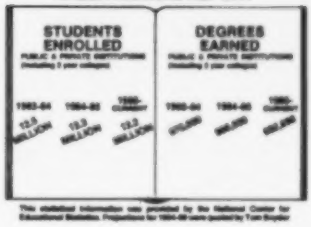
The largest number of new jobs to be created in the U.S. by 2000 will be in the following 10 Metropolitan Statistical Areas (MSAs). Some career areas will be: (1) Risk Manager, (2) Investor Relations (3) Acturay/Trend Analyst/Demographer, (4) Computers/Systems Analyst, (5) Telecommunications Engineers, (6) Robotics Engineer, (7) Health Services, (8) Adult Educator, (9) Petroleum Specialist (10) Aerospace/Technology Engineer.

SOURCE: National Planning Association and 1980 Recruiting Trend Study, Michigan State University.

"There are subtle changes taking place in demographics and in the value systems people hold. Those entering the workplace are more educated. Studies show that over one half of the young people today have college aspirations. Contrary to popular opinion, they have not lost a sense of the old work ethic, but they want some personal enrichment from the work itself which goes beyond the paycheck.

SOURCE: Robert H. Guest, Professor Emeritus at The Amos Tuck School of Business Administration, Dartmouth College.

NASEA ANNUAL REPORT



Saint Peter's College Cooperative Education Program. Student, Maria H'Hatzoglou, class of 1986, accounting major. Employer, Jersey City Redevelopment Agency, Jersey City, NJ. Supervisor, Victor Rodriguez.

EXPERIENTIAL EDUCATION

"Who knows "how" will have a job." "Who also knows "why" will be the leader."

It may be useful to ask "how"? It is essential to excellence to ask "Why?"

"Experiential education" is a broad term that describes any educational program designed for learning through direct experience — internships, cooperative education, field experiences, practicum experiences, community service-learning, and others. Experiential education programs involve students in setting learning objectives, actively reflecting on what they are learning during the experience, and evaluating their learning after the work is completed.

Experiential education programs may focus on one or more types of development — academic, ethical, career, citizenship, social or personal. Experiential education programs that enhance cognitive learning are usually part of the school curriculum, and what students learn is evaluated for academic credit.

Selected types of experiential education programs described in the sections on the following pages were provided by Jane Kendall of the National Society for Internships and Experiential Education (NSIEE).

Jeff McDonald, Co-op Student, Psychology/Engineering Major, General Electric, Nela Park, Ohio. "Gaining hands-on experience through a coop position."

Claire Reinecke of Texas Christian University at the Joseph P. Kennedy Institute of Washington, D.C. Claire aided an occupational therapist during her internship.

"This internship gave me the opportunity to learn to work in an organized way under deadlines." Jay Williamson

RESOURCES: "Experiential Education," bimonthly publication of the NSIEE, *Integrating the Classroom and the Community: A Sampler of Postsecondary Courses*, by Carol Murphy and Lynn Jenks.

Peer Assistance Network and Experiential Learning (Panel) Resource Papers.

"History and Rationale for Experiential Learning" by Thomas C. Little

"Legal Issues in Experiential Education" by Michael B. Goldstein

"Applications of developmental Theory to Quality Field Experience Programs" by Michele Whitham and Albert Erdynast

"Research Bibliography in Experiential Education"

"Research Agendy for Experiential Education in the '80's" by Jennifer Anderson, Linda Hughes, and Jane Szutu Permaul

NSIEE, 122 St. Mary's Street, Raleigh, NC 27605. Publications, assistance in starting or improving a program, conferences, workshops, a national talent bank. Phone: 919-834-7536.

Experiential Learning: Rationale, Characteristics, and Assessment, Morris T. Keeton and associates, Jossey-Bass, San Francisco, 1977.

OTHER RESOURCES

Louise Stone, Experiential Education, University of Kentucky, 201 Mathews Bldg., Lexington, KY 40506, 606-257-3632

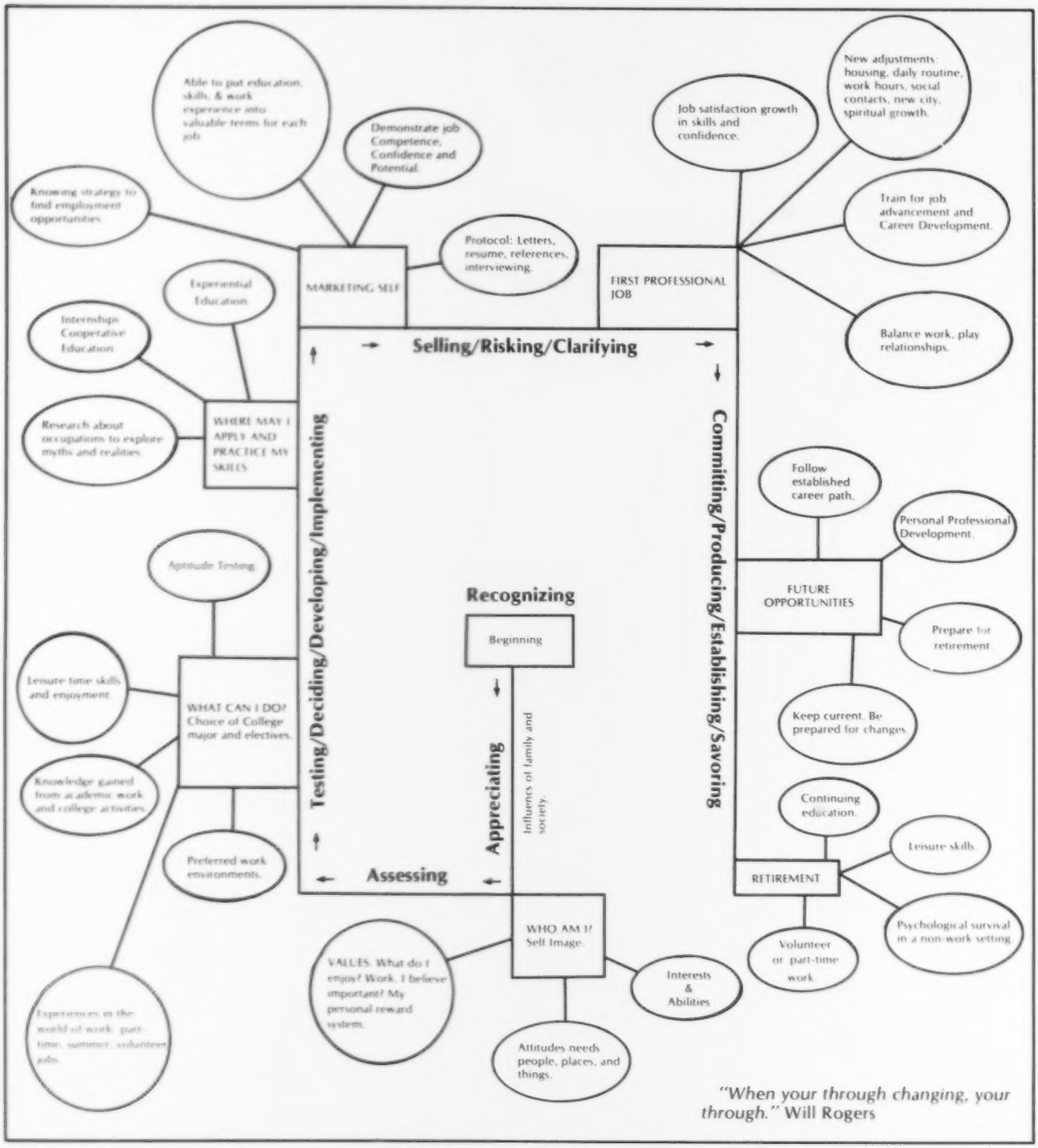
Jim Davis, Experiential Learning Program, University of Maryland, 0119 Undergrad Library, COllege Park, MD 20742, 301-454-4767

James Keith, Jr., Guilfor College, Founders Hall, Greensboro, NC 27410, 919-292-5511

Marlyn Lawrentz, Professional Practice Office, Illinois State University, Normal, IL 61761, 309-438-2200

Mary Gawlik, EPOC, Ely Center, RM 201, Gallaudet College, 8th & Florida Ave., NE, Washington, D.C. 20002, 202-651-5548

CAREER DEVELOPMENT is a continuing and lifelong process. We change as we gain new skills, develop new ideas, attitudes, and goals. We also need to be prepared to adapt to changes in technology and the supply and demand of industry and business.


Able to put education, skills, & work experience into valuable terms for each job.
Demonstrate job Competence, Confidence and Potential.
Knowing strategy to find employment opportunities.
Protocol: Letters, resume, references, interviewing.
MARKETING SELF
Experiential Education.
Internships Cooperative Education.
Research about occupations to explore myths and realities.
WHERE MAY I APPLY AND PRACTICE MY SKILLS.
Aptitude Testing.
Leisure time skills and enjoyment.
WHAT CAN I DO? Choice of College major and electives.
Knowledge gained from academic work and college activities.
Preferred work environments.
Experiences in the world of work: part-time, summer, volunteer jobs.
Job satisfaction growth in skills and confidence.
New adjustments: housing, daily routine, work hours, social contacts, new city, spiritual growth.
Train for job advancement and Career Development.
FIRST PROFESSIONAL JOB
Balance work, play relationships.
Selling/Risking/Clarifying
Testing/Deciding/Developing/Implementing
Committing/Producing/Establishing/Savoring
Recognizing
Beginning
Appreciating
Influences of family and society.
Assessing
Follow established career path.
Personal Professional Development.
FUTURE OPPORTUNITIES
Prepare for retirement.
Keep current. Be prepared for changes.
Continuing education.
Leisure skills.
RETIREMENT
Psychological survival in a non-work setting.
Volunteer or part-time work.
WHO AM I? Self Image.
VALUES. What do I enjoy? Work. I believe important? My personal reward system.
Interests & Abilities
Attitudes needs people, places, and things.
"When your through changing, your through." Will Rogers

The University of Texas at Arlington Office of Counseling, Testing and Career Placement is using videotape to demonstrate Resume Writing, Interviewing, and the Job Search Process. After the tapes are shown, a counselor is available to answer questions and provide assistance. The videotapes allow the counseling staff to extend their services to greater numbers of students, and provide greater flexibility in terms of providing information when it is needed. Videotaping of interview role playing help students assess and practice interview and communication skills.

SOURCE: Warren Robb, Counseling, Testing and Career Placement, Box 19156, Arlington, TX 76019 (817) 273-3671

EXPERIENTIAL EDUCATION

"For things we have to learn before we can do them, we learn by doing them." Aristotle

COOPERATIVE EDUCATION

One popular type of experiential education program called "Cooperative Education" has a strong focus on the career benefits of the work experience and represents a particular program structure. Cooperative Education programs can have periods of work alternating with periods of full-time studies, or the work and study can be "parallel," which means they are each part-time during the same period. Co-op work experiences are paid and generally built into the student's academic program.

Doug Iosue, psychology major, University of Vermont Crisis Counselor with Acute Care Unit of the Alcohol and Substance Abuse unit of Howard Mental Health Center in Burlington, VT.

Sandra Watson, Environmental Chemist, Converse College, Southern Wood Piedmont intern.

Businessman/intern supervisor Joe Mullaney, owner of Lexington Investment, advises former University of Kentucky student intern/current employee Byron Boothe, and interns Leslie Snarr and Dean Lopez on the horse industry.

AMERICAN UNIVERSITY

The philosophy at American is to allow students the opportunity to gain experience in a career they have already chosen or to test one or more professional fields through multiple co-op assignments. Such exploration of career options may assist students in selecting academic coursework. Graduate students, however, are placed in assignments closely related to their academic programs. Faculty responsibilities include reviewing and approving all co-op job descriptions developing an academic component for students that is used to assess learning and assigning grades. The students engage in independent and creative thinking and a research paper that expands on an aspect of the job relating to the students' academic interest (some students have produced innovative studies and publishable works). In addition, students keep a journal in which they reflect on their personal and professional development. Students are also formally evaluated by their employers. The co-op staff is organized according to the colleges of the university. Students are assigned to work with a co-op counselor based on their year in school and the college in which they are enrolled. The placement division is greatly enhanced by the integration of the placement, career development, and cooperative education programs. All employer information is shared through a central file system.

SOURCE: Patricia T. VanderVorm, Career Center, The American University, Washington, DC.

RESOURCES:

National Commission on Cooperative Education, James W. Wilson, Cooperative Education Research Center, Northeastern University, 360 Huntington/401 Sterns, Boston, Mass. 02115, 617-437-3780

Lane Compton, Cooperative Education, Brigham Young University, C-249 ASB BYU, Provo, UT 84602, 801-378-3337

Harry Heineman, Cooperative Education, LaGuardia Community College, 31-10 Thomson Ave., Long Island City, NY 11102, 212-626-8526

Martin Hirschorn, Coop Ed & Off-Campus Employment, Univ. of Conn., 233 Glenbrook Rd., Rm 302 Storrs, CT 06268

Iris Takushi, Center for Student Development, University of Hawaii at Manoa, 2440 Campus Road, Honolulu, Hawaii 96822, 808-948-7007

Michael Goldstein, NSIEE General Counsel, "Whatever Happened to Co-Op ED?, *Experiential Education*, March-April, 1984, Vol. 9, No. 2 p. 8

EXPERIENTIAL EDUCATION

Rosanne Geraci, Communication Theory and Practice major, Montclair State College is Training Instructor at Merrill Lynch, Pierce, Fenner, & Smith in New York, Guy Sclafani Section Manager of Technical Training.

Myrna Gomez with Production Manager Paul Berner and Ed Lamoureauz are interns with DWJ Associates in Ridgewood, New Jersey. Both Communication Theory and Practice majors from Montclair State College.

INTERNSHIPS

Internships come in many forms. Some carry academic credit,and some are arranged independently from the curriculum. They may last a month or up to two years. Internships are any type of carefully planned and monitored work or service experience in which the intern has intentional learning goals and reflects actively on what he or she is learning throughout the experience. The internship may be required as part of the student's degree plan.

RESOURCES: Panel Resource Papers, available from NSIEE:

"How to Start a Program," by Robert Davis, et. al.

"Prefield Preparation: What, Why, How?" by Timothy Stanton and Michele Whitham

"Internships in History" by Suellen Hoy, Robert Sexton, Peter Stearns, and Joel Tarr

"Students at Work: Identifying Learning in Internship Settings" by David Moore

"Monitoring and Supporting Experiential Learning" by Jane Szutu Permaul

"Learning Outcomes: Measuring and Evaluating Experiential Learning" by John Duley

"Performance Appraisal Practices: A Guide to Better Supervisor Evaluation Processes" by Sharon Rubin

The National Directory of Internships — lists over 400 programs nationwide for students and adults. Contains indexes by location, name of the organization, and career field. Available from NISEE.

The Experienced Hand: A Student Guide for Making the Most of an Internship by Timothy Stanton and Kamil Ali. Ten steps show how to acquire a satisfying internship and how to make it work for everyone involved. Also useful as a text in courses with internship components. Available for $6.95 from the Carroll Press, Box 8113, Cranston, RI 02920.

A Guide to Environmental Interships: How Environmental Organizations Can Utilize Interships Effectively by Jane C. Kendall. Available from NSIEE.

Student Intern in Medical technology at Presbyterian Hospital, Charlotte-Mecklenburg Schools, Charlotte, N.C.

OTHER RESOURCES OF MODEL PROGRAMS

Michele Whitham, Office of Field Studies, College of Human Ecology, Cornell University, 170 Van Rensselaer, Ithaca, NY 14856, 607-256-6579

Barbara Lilly, Internships Program, Hartwick College, Oneonta, NY 113820, 607-432-4200 X597

Jane Permaul, Field Studies Development, University of California, 70 Powell Library, Los Angeles, CA 90024, 213-825-2295

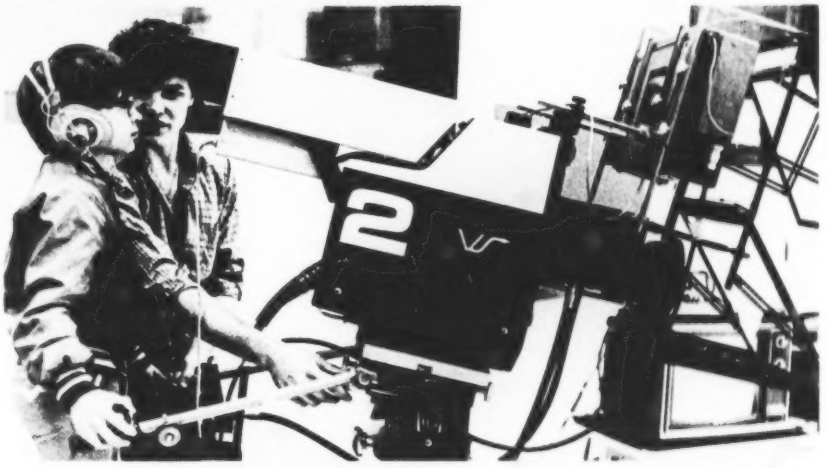
Eugene Alpert, Political Science Dept., Texas Christian Univ., Fort Worth, TX 76129, 817-921-7395

Raymond Branham, Musèum Internship Program, Smithsonian Institution, A&I 2235, Washington, D.C. 20560, 202-357-3101

The only real failure is the failure to keep trying.

Western Washington University
1985-86 Financial Aid & Scholarship Booklet
FINANCIAL AID OPPORTUNITIES
AT
GUILFORD TECHNICAL COMMUNITY COL
EASTERN
Washington University
Employment, Etc....
Open House honors local employer
SUMMER INTERNSHIP PROGRAM
American University
JOB SEARCH
A Guide for Success in the Job Market
College Work-Study Program
EWU 100
Boston University
College Work-Study Program
On-Campus Job Classifications
STUDENT EMPLOYMENT
AT PRINCETON UNIVERSITY
1985-86
UNIVERSITY PLACE
COOPERATIVE EDUCATION
SEO
The Job Place
Student Employment Job Classifications
A Free Service Available to Community Employers
Student Employment Office
BOSTON UNIVERSITY STUDENT EMPLOYMENT OFFICE
SEO

EXPERIENTIAL EDUCATION



SERVICE-LEARNING:

An especially exciting type of experiential education combines community service with active learning. These programs are often called "service-learning." They provide opportunities for students of all ages to show they care about their neighborhoods and towns. Service-learning programs emphasize the development of skills in social responsibility, citizen participation, and moral/ethical decision-making. The people in the community identify their own needs, and the students work them to solve community problems.

RESOURCES: The Service-Learning Educator produced by the National Center for Service-Learning, available from the NSIEE.

Synergist Magazine, produced 1971-82 by the NCSL. An index of selected excellent articles is available from the NSIEE.

People Studying People: The Human Element in Fieldwork by Robert A. Georges and Michael Ol Jones, 1980, University of California Press, Los Angelos.

RESOURCE ORGANIZATIONS: Campus Outreach Opportunity League, Yale University.

Project on Public and Community Service, Box G, Brown University, Providence, RI 02912, 401-863-1119.

OTHER RESOURCES:

Mary Edens Service Learning Center, Michigan State Univ., E. Lansing, MI, 48823, 517-353-4400

Hal Woods, Center for Service Learning, Univ. of Vermont, Berlington, VT 05405, 802-656-2062

Jan Tarjan, Interns & Fellows, Dartmouth College, Hanover, NH 03755

Nancy Spadorcia, Mass. Internship Office, 3300 Stuart St., Boston, MA 02116, 617-727-8688

Richard Couto, Vanderbilt University, Station 17, Nashville, TN 37232, 615-322-4773

"Experiential Education creates learning environments which are attentive to students...maximizes the potential for learning despite individual differences...learner is directly in touch with the realities being studied rather than simply reading about, hearing about, or talking about these realities. At high schools and colleges across the country the experiential approach is proving successful in motivating students to learn and develop those skills, strategies, and attitudes which will enable them to be productive and responsible adults...it is a powerful motivator for learning because it is positive, and meaningful, and real. It offers opportunities for real-life problem solving in which feedback is uncontrived and immediate, and results are real-life consequences. The motivation transfers back to the traditional classroom as students recognize the need for more theoretical background."
Experiential Education March/April 1984

"Life is what happens while your making other plans." Tom Smothers

EXPERIENTIAL EDUCATION

NATIONAL INSTITUTE FOR WORK AND LEARNING

The Institute is an excellent resource that helps improve the relationships between institutions of work and of learning, to facilitate transactions between school and work for youth and adults, and to bring the supply of and demand for critical skills into better balance. This is accomplished through a variety of methods, including: research, action experiments and pilot programs, case studies, policy studies, information networking, and technical assistance. The collaborative efforts are among employers, educators, unions, service organizations, and government.

RESOURCE:

Richard A. Ungerer, President, National Institute for Work and Learning, 1200 18th Street, N.W., Suite 316, Washington, D.C. 20036, 202-887-6800

"Always remember that one person can still make a difference in this world."

RESOURCE: Win Borden, Recommendations for Graduates: How You Play the Game of Life.

HIGH SCHOOL PROGRAMS

Programs for high school students to work in the community have grown steadily in the past decade. All of the programs available on the college level have counterparts in the high schools. These programs help students to develop skills in "learning from experience" early in their education.

RESOURCE ORGANIZATIONS:

American Association for Career Education, c/o Dade County Public Schools, 1410 N.E. 2nd Avenue, Miami, FL 33132.

National Experience-Based Career Education Association, c/o Rob Shumer, 16810 Maiden Lane, Granada Hills, CA 91344, 805-255-8338.

Executive High School Internship Association, c/o Carole Carter, Orange County Public Schools, 434 N. Tampa Avenue, Orlando, FL 32805, 305-423-9256.

ADDITIONAL RESOURCES:

Al Church, Experience-based Career Education, Highland High School, 2166 South 1700 East, Salt Lake City, UT 84106, X57

Joyce McSpadden, Academic Internship program, Charlotte-Mecklenburg Schools, 2219 Senior Dr., Charlotte, NC 28216, 704-392-0157

Marilynne Moyers, Career-Links, Valley Volunteer Bureau, 8151 Village, Dublin, CA 94568, 415-829-4958

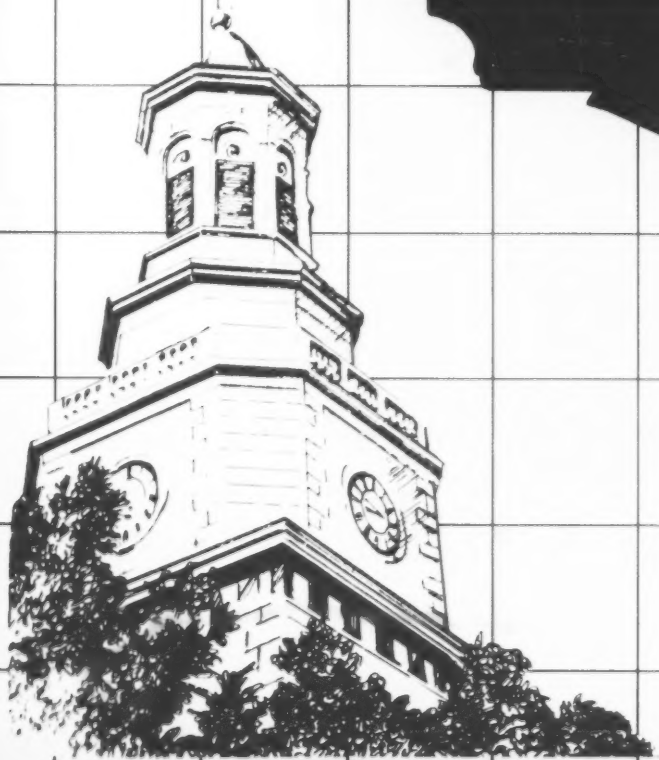
Bob Sullivan, Rm 48, Career Center, E. Brunswick High School, Cranbury Rd, East Brunswick, NJ 08816

Working Together.....

...In business as in life, it takes people working together to achieve the best results. NASEA this year has launched an all-out effort to produce a continuing network of information regarding successful work programs.

A contribution of $10,000 from United Parcel Service helped make this report a reality. Other employers such as Walt Disney World and Piedmont Airlines have donated generously to make our regional and national conferences successful. Future funds will make it possible for NASEA to continue our mission.

For our special friends who donate $1,000 or more, we are commissioning the design of a handsome wall plaque to show our appreciation. Those receiving this special recognition will be listed in future publications.

You too can show your support for a nationwide effort to develop successful student work programs that contribute to employee excellence and productivity. Send your donations to:

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